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From *The Chronicle of Higher Education*:  
 "Cumile Puglia seizes the podium at Harvard University's Sanders Theater and lectures."  
 It's the heavy lifting that does it.

Memo to department heads at the University of Notre Dame:  
 "Enclosed are revised PIN sheets and corresponding revised PIN listings. Please replace these with any earlier PIN sheets that were sent."  
 And recycle the new ones?

From the *Harvard Gazette*:  
 "Environmental activities are moving forward on several fronts in response to President Neil L. Rudenstine's announcement last week of a University-wide initiative in this area."

"The [Environmental Studies Committee] is exploring how graduates and undergraduates can take advantage of courses and expertise at M.A.T. and Tufts University."

"However rich Harvard is in this endeavor, we can provide a richer curriculum by collaborating with these other neighborhood schools," [Vice-Chairman William] Clark said.

Busing is available?

Note in *The North Wind*, the newspaper at Northern Michigan University:

"The North Wind was recently granted \$1,000 by the NMU Chapter of the American Association of University Professors. . . . Larry Alexander, business manager of the paper, said, 'This donation is greatly appreciated and will be used for growing office expenses.'"

"How about tulips instead?" a reader wants to know.

Blurb for *Edmund Wilson: A Critic for Our Time*, in an announcement from Ohio University Press:

"[A] well-written and closely researched literary work, [Edmund Wilson] is a welcome addition to the libraries of those who love superior literary criticism and commentary." With some self-praise on the side.

Memorandum from the Faculty Development Committee at the University of Montana:

"All faculty, deans, and department chairpersons of the University of Montana are invited to nominate candidates for the . . . Distinguished Teaching Award. . . . Faculty members may be selected as Distinguished Teaching Award winners only once in their careers." And a good thing, too!

—C.G.

## In Brief

## Arizona university to drop accreditation

FLAGSTAFF, ARIZ.—One of Arizona's largest public universities has withdrawn its teacher-education program from the national accreditation process, and two other state universities are expected to follow suit.

Officials at Northern Arizona University, which already has withdrawn, said that the standards of the National Council for Accreditation of Teacher Education were "out of date" and that the accreditation process was "too costly." Arizona State University is now drafting a letter to explain its plan to withdraw. A University of Arizona official said there was "a strong possibility we won't stay in NCATE."

The moves follow the withdrawal from the council of four of Iowa's largest universities last month. Five hundred colleges submit their teacher-training programs to the council for review. "The fact that some institutions are not willing to be measured is disturbing," said Arthur E. Wise, the council's president.



JIM WALLACE, FOR CHRONICLE

## Aye-aye is born at Duke University

OURHAM, N.C.—Duke University officials last week announced the first birth in the Western Hemisphere of a rare primate known as the aye-aye. The tiny infant was discovered among four aye-aye adults that had been brought in January to Duke's primate center from Madagascar. Duke scientists say the birth represents



PAUL ROBERTS FOR THE CHRONICLE

## Chicago flood forces campuses to close

CHICAGO — The underground flooding of downtown Chicago last week caused several universities to cancel classes and evacuate buildings after electricity to their campuses was cut off by city officials.

The flood was caused by a leak

from the Chicago River into a tunnel that runs beneath most of the downtown buildings. After the flood, construction workers drilled holes through tunnels under a street that runs by the Illinois Institute of Technology's Kent College of Law (above) to

try to relieve water pressure in some of the tunnels. The law school canceled classes on the day of the flood. DePaul University canceled classes for a week after sub-basements in two of its university's downtown classroom buildings were flooded.

## Rare bee may prompt relocation of lab

RIVERSIDE, CAL.—A rare species of bee discovered on the planned site of a federal research laboratory at the University of California here could force the lab to be moved to another location. The move could add \$1-million to the project's cost.

University scientists plan to search for other Riverside County habitats of the bee, known as *Holcospilus mitchae*. The bee was discovered by a retired professor of biology at the university. It is not listed by federal or state agencies as an endangered or threatened species, but the bee and its

## Violence at party leads to 2 deaths

LOS ANGELES—An annual picnic at a suburban city park sponsored by an organization of black fraternity and sorority members erupted in gunfire earlier this month, leaving two people dead and four others wounded. One of the wounded was a student at the University of California here.

A group of uninvited young people touched off the incident when they became involved in an altercation and started shooting. Some of the fraternity members returned the fire, police said. The picnic was held by the UCLA chapter of the National Pan-Hellenic Council, an organization of black fraternities and sororities.

## Correction

A statement was incorrectly attributed in "Quote, Unquote" (*The Chronicle*, April 19). It was Michael M. Crow, assistant vice-president for science at Columbia University, who said of Congressional earmarks: "It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."

## Law students apologize for parody of professor

CAMBRIDGE, MASS.—The publishers and authors of a spoof of *The Harvard Law Review* have apologized for parodying the feminist writings of a scholar who was stabbed to death a year ago. The parody mocks the legal arguments of the late Mary Joe Frug, who was a professor at the law school, called the piece "hurtful and insensitive." A group of law professors called it "contemptible and cruel."

Two law students distributed a letter saying they wrote the parody and apologizing for it. The *Review* will appoint a task force on women's issues and will not publish a spoof issue next year, said Emily Schulman, president of the publication. She said the publication would give the money it typically spends on production of the spoof to a charity. A

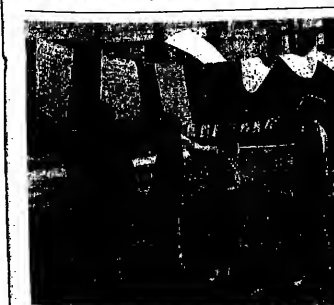


ROBERTO PEREZ FOR THE CHRONICLE

## College settles dispute over ancient ornament

EASTON, PA.—Lafayette College and the Museum of Fine Arts in Boston have settled a dispute over who owns an ancient Egyptian tomb ornament.

The museum will keep the artifact (above), known as a pectoral, and will pay an undisclosed fee to the college. The pectoral is believed to have decorated a royal sarcophagus 3,600 years ago. The item was stolen from Lafayette.



JOE PERAZ FOR THE CHRONICLE

## Posters detailing sexual assault bring backlash

OXFORD, OHIO—A display of more than 250 posters at Miami University that was intended to raise awareness of sexual harassment instead may have caused an assault.

A female student was threatened with rape and death by a man who said he was angered by the display on the campus of posters (above) that capitalized women's personal accounts of sexual

harassment. The man, who has not been apprehended, is believed to be a student, a public-safety official at the university said.

The posters also sparked controversy because one of the women accused an unnamed professor in the economics department of harassment. Faculty members said the charges were unsubstantiated and should not have been made public.

appeared in *The Harvard Law Review*, an annual spoof published by students who work on the law journal. Robert Clark, dean of the law school, called the piece "hurtful and insensitive." A group of law professors called it "contemptible and cruel."

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## PORTRAIT

## Into the 'Gold Mine' of Russia's Weapons Labs

By DEBRA E. BLUM

COLUMBIA, MO.—The Russians rolled out the red carpet for Mark A. Prelas where most people have not been allowed even to walk for 50 years. They gave the professor of nuclear engineering at the University of Missouri here unprecedented tours of top-secret weapons laboratories. They fed him Russian delicacies.

The professor, in return, offered advice. He also invited American scientists and entrepreneurs to return with him to Russia next month for a conference he has planned to help Russian scientists make contact with researchers and businesses in the West.

"There is a gold mine of technology behind those doors that have been closed for so long," Mr. Prelas says. "Now they are opening."

## Establishing Contacts

Mr. Prelas, one of his former graduate students who is now the president of a private research firm, and a German scientist were the first Western researchers invited to see the workings of the Soviet atomic-energy program. The purpose of the trip was to establish contacts between scientists in the East and the West and to advise the Russians on how to transform their research and development efforts to focus on commercial rather than military technology.

Other American scientists have been working with Russian researchers, and some U.S. companies are paying scientists there to conduct research. But Mr. Prelas believes he was invited to visit the weapons labs because he is one of 10 or 15 American scientists who specialize in ion-driven lasers—a field that greatly interested the Soviet military.

For 11 days Mr. Prelas's group was whisked by limousine and chartered jet over 6,000 miles of the Russian Republic. Accompanied by an entourage of Russian officials and scientists, the visitors were given receptions, honors, and banquets—featuring vodka, caviar, and other items that are rarely in the West.

Carrying passports with special security clearances, they were given tours of weapons laboratories in the town of Chelyabinsk and its two cities, known only by their postal designations—Chelyabinsk-70 and Arzamas-16. Those are two of the 10 or so self-sustaining, closed cities controlled by the Soviet government in the 1940's to house laboratories for the development of nuclear weapons. Surrounded by barbed wire and guarded gates, the cities were off-limits not only to Westerners but also to Soviet citizens without special passes.

At one of the laboratories, Mr. Prelas says, the group was addressed by Yury Khariton, who is considered to be one of the founders of the Soviet atomic program. The scientist talked to them for 90 minutes about the program's history and achievements.

"I was furiously taking notes because this was completely unprecedented," Mr. Prelas says. "No



Mark A. Prelas: "We were overwhelmed by the level of sophistication and capabilities the Russians had reached in certain fields."

high-ranking scientist has ever talked so candidly and in such detail about the Soviet atomic program to outsiders."

The tours of the weapons laboratories were unprecedented, as well, he says. "We know we were making history, but that wasn't what was on our mind," Mr. Prelas says. "We were overwhelmed by the level of sophistication and capabilities the Russians had reached in certain fields."

## Advanced Materials Science

He thinks, for example, that in the field of materials science, the Russians probably created some of the most advanced technology in the world. Scientists there could be practically any kind of ceramic.

## "No high-ranking scientist has ever talked so candidly and in such detail about the Soviet atomic program to outsiders."

The facilities and institutions already in existence are more than adequate to keep scientists busy and productive," Mr. Prelas says. "It would be cheaper and more directly helpful to give aid to the researchers in their own laboratories."

## A Two-Way Street

The professor's trip to advise the Russians was a boon for him, as well. He says he was able to plan a joint research project in laser physics with a Russian scientist, and he brought back useful information for his students. In an undergraduate course he is teaching this semester called Energy Resources, for example, Mr. Prelas lectured about the advances the Russian scientists had made in developing nuclear-driven laser systems. The systems could be used in everything from chemical manufacturing to space-based communication, he says.

"Telling my students about what I saw gives them new ideas and processes to think about," he says.

"I'm expanding them to some concepts that are a step ahead of what researchers here are looking at."



## Scholarship

Harvard University Press has a hit on its hands with Toni Morrison's "Playing in the Dark: Whiteness and the Literary Imagination."

Most of the scholarly books Harvard releases have a press run of only 1,500 copies, but some 25,000 copies of Ms. Morrison's book are now in print, and more are anticipated. All that before the official publication on May 15.

"When we have something that goes into 25,000 copies, it's a really big cultural event, not just a publishing event," says Aldo Donaldi, the press's editor in chief.

"Playing in the Dark" is based on three lectures Ms. Morrison gave at Harvard last year, the William E. Massey, Sr., lectures on the history of American civilization. She also draws on a course she teaches in American literature at Princeton University, where she is a professor of humanities. (A precedent for Ms. Morrison's book: The first Massey lecturer was Eudora Welty, whose lectures were adapted into *One Writer's Beginnings*, a 1984 best seller for the press.)

Ms. Morrison argues that many central themes of American literature—individualism, innocence, and masculinity, for example—are shaped by what she terms an "Afrocentric presence." The book is part of a one-two literary punch by the Pulitzer Prize-winning author: Alfred A. Knopf this month is releasing Ms. Morrison's novel *Jazz*.

Besides being a high-profile release for the Harvard press, *Playing in the Dark* is unusual for featuring a striking black-and-white photograph of Ms. Morrison on the cover. Says Ms. Donaldi: "It's probably the only time in the press's history that we put a picture of the author on the cover."

■

The Stanford University Press won't be getting the ax after all.

After being eyed for possible elimination in recent budget discussions, the press has been given a reprieve. But Stanford's provost told the press that its \$450,000 subsidy would be slashed by \$200,000.

Looking for new sources of revenue, Grant Barnes, the press's director, has proposed a commercial venture with Consulting Psychologists Press, a test publisher based in Palo Alto. Under an imprint called Stanford Publishing, the publishers would collaborate on textbooks, professional books, and electronic ventures. The project, which would not be subject to the usual scholarly reviews, could yield a "significant" profit in three years, Mr. Barnes says.

Stanford administrators are still mulling over the proposal. But it's clear that the cut expenses—and quality—dramatically, says Mr. Barnes. "Given the necessity to reduce the budget and not being allowed to do our own fund raising, what else can we do?" he asks.



Michael Kazin of American University: "The important question... is, Does the intense analysis of language help us communicate in intense ways with anyone else?"

## Debate Among Historians Signals Waning Influence of 'Discourse Theory' Outside Literary Studies

Criticism that began among conservative scholars is now growing among those on the left

By KAREN J. WINKLER

CHICAGO The influence of literary theory outside the field of literary studies may be on the wane, if debate at the recent annual meeting of the Organization of American Historians is any indication.

In recent years, a growing number of scholars in the humanities have turned to self-styled "discourse theories" to help analyze history and society.

Sometimes grouped together under the name of "poststructuralism," the theories generally hold that language and knowledge are slippery, and that words and cultural texts rarely mean what they seem to mean.

The first attack on the approach came from conservative scholars, who criticized it as nihilistic, esoteric, and destructive of the values of Western civilization.

■

**'A Theoretical Cover'**

Now, at least in the field of history, a new wave of criticism is developing on the left. But the speakers at the meeting who attacked the use of literary theory in history and those who defended it were willing to concede a middle position: that linguistic analyses could help leftist scholarship. If scholars avoided taking them to extremes.

Bryan D. Palmer, a professor of history at Queen's University in Canada, said his criticism of poststructuralism was "coming from a position of historical materialism"—the Marxist theory that ideas and institutions are influenced by society's economic base. In his 1990 book, *Discourse into Discourse: The Refutation of Language*

and the Writing of Social History (Temple University Press), Mr. Palmer criticized historians for adopting theories that focus on language and play down the influence of class and economics.

Many historians, he said at the meeting, have long been "hostile to historical materialism and to class as a subject of study."

"Now," he added, "they have a theoretical cover for their hostility in discourse theory."

Moreover, historians concerned with esoteric studies of language too often remain silent about real social problems, Mr. Palmer said. "Too many poststructuralists

**"The problem is that discourse theorists see their theory as the only solution to understanding history. There is nothing to be gained by claiming that everything is discourse."**

have adapted too easily to the silence of the left in today's political times," he said.

Nevertheless, Mr. Palmer conceded, "historians can gain something from reading discourse theory." For example, he said, linguistic theories have helped focus historians' attention on the way society conceptualizes such issues as gender, race, and colonialism.

"The problem is that discourse theorists see their theory as the only solution to un-

derstanding history," Mr. Palmer said. "There is nothing to be gained by claiming that everything is discourse."

Julia Patrick Diggins, a professor of history at the City University of New York's Graduate Center, was also critical of the application of linguistic theories in historical research. Historians, he said, use such theories "to tear things down, but not to build anything up."

**'Hooked' on European Theories**

In his new book, *The Rise and Fall of the American Left* (W. W. Norton and Company), Mr. Diggins charges that the American left has become "hooked on European postmodern theories" that play down ideas derived from the Enlightenment, such as the conception of freedom, and the way those ideas motivate people to change society.

"My position," he writes in the book, "is to the right of the Left and to the left of the Right."

At the meeting here, Mr. Diggins said feminist scholars and labor historians, for example, had looked at the way language excludes and marginalizes the concerns of women and the working class in historical texts. "But what they leave out is appalling," he added.

What is left out is attention to historical facts that are more than just linguistic constructions, Mr. Diggins said. He also criticized social historians for "refashioning the past to meet the requirements of the present." For example, labor historians who use literary techniques to analyze the language of the working class overemphasize class consciousness and

working-class solidarity in the 19th century, he said.

Some historians here, however, came to the defense of discourse theories.

"The complaint seems to be that the demise of the left and radical politics is somehow connected to this flaky theory," said Nancy Isenberg, a postdoctoral fellow at the College of William and Mary. "As a feminist scholar and a historian, I believe that the debates about language and discourse theory have not only given us useful insights, but have also served political purposes."

"It's become quite popular recently to ridicule poststructuralists and to harangue discourse radicals," she said. "But most of the critics blur together different theories and political agendas."

**'Anti-Humanistic Tendency'**

While critics have maintained that poststructuralism's "skeptical epistemology" denies any historical reality beyond language, Ms. Isenberg said, theories of language have made historians "aware of how narrative helps construct reality."

"Poststructuralism focuses on why certain things become important, rather than always having been important," she said.

For example, discourse theory has helped feminist historians analyze "the way identity is not just a personal construction, but is constructed by social institutions," she said.

"That is a public act that serves public and political functions."

Ms. Isenberg did acknowledge a growing division among feminists over the validity of poststructuralist theory. "Much of the feminist hostility to poststructuralism," she argued, "has focused on its anti-humanistic tendency to deny self-determination."

While she conceded that historians do need to explore further the question of whether women are victims of language and society or are actors who determine their own lives, she said that issue went far beyond debate over discourse theory.

"That is a large dichotomy within women's studies that is not yet resolved," she said.

Michael Kazin, an associate professor of history at the American University, defended the use of discourse theory by Marxist and social historians.

**'Clouded in Jargon'**

While Mr. Kazin acknowledged that "much of poststructuralism has been self-indulgent, ingrown, and clouded in jargon," he added that "most historians have avoided those traps."

For example, labor historians who study the working class have used poststructuralist theories selectively, to analyze such topics as the way class battles are reflected in debates over the meaning of patriotism, he said.

He cautioned, however, that historians needed to make an effort "to study discourse in a more concrete setting—to study the institutions in which discourse goes on."

Such studies, he said, "might look at the way the media create certain kinds of messages."

Mr. Kazin also warned "linguistic historians" to avoid esoteric discussions of theory. "The important question about discourse is not whether it is a theory, but whether it is a tool."

Continued on Page A10

## Federal Panel Recommends Closing Stanford Accelerators if Energy Dept. Physics Budget Fails to Match Inflation

By KIM A. McDONALD

WASHINGTON A scientific advisory panel last week recommended that all of the accelerators at the Stanford Linear Accelerator Center be shut down in fiscal 1995 if support for the Department of Energy's high-energy-physics programs fails to keep pace with inflation.

The recommendation, which would force hundreds of scientists to be laid off at the Stanford University center, came as a surprise to researchers who had been seeking approval to build a new electron collider there (*The Chronicle*, April 15). It was one of several proposals by the High Energy Physics Advisory Panel to meet what many physicists fear will be a series of lean budgets for their field as the department continues its construction of the Superconducting Supercollider.

In a report outlining its vision of the future shape of the nation's particle-physics program, the panel reaffirmed as its highest priority its commitment to the supercollider, an \$8.25-billion proton collider being built near Dallas.

But the panel acknowledged that maintaining the diversity and vitality of the field would be difficult if support for high-energy physics, excluding the supercollider, does not rise above the level of inflation.

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Michael Kazin, an associate professor of history at the American University, defended the use of discourse theory by Marxist and social historians.

**'Clouded in Jargon'**

While Mr. Kazin acknowledged that "much of poststructuralism has been self-indulgent, ingrown, and clouded in jargon," he added that "most historians have avoided those traps."

For example, labor historians who study the working class have used poststructuralist theories selectively, to analyze such topics as the way class battles are reflected in debates over the meaning of patriotism, he said.

He cautioned, however, that historians needed to make an effort "to study discourse in a more concrete setting—to study the institutions in which discourse goes on."

Such studies, he said, "might look at the way the media create certain kinds of messages."

Mr. Kazin also warned "linguistic historians" to avoid esoteric discussions of theory. "The important question about discourse is not whether it is a theory, but whether it is a tool."

Continued on Page A10

Nearly \$8-billion will be needed by the Energy Department to complete the supercollider by 1999.

"Certainly if you're going to start things, you're going to have to turn things off," said Michael S. Witherell, a physics professor at the University of California at Santa Barbara who chaired a subpanel of the advisory group that produced the report.

**'Utter Disaster'**

That prospect, however, angered many directors of national laboratories who had long given their backing to the supercollider, but now find that their own budgets may be trimmed to pay for its construction and operation.

"My calculations show that somewhat more than 50 percent of the base program of the national laboratories will end up in the SSC by the year 2000," said John Peoples, Jr., director of the Fermi National Accelerator Laboratory in Batavia, Ill.

By the end of the decade, he told a meeting of the panel, the diversion of funds to the supercollider will not only reduce the diversity of programs in the field, but lead to "utter disaster" for the national laboratories. "The entire burden falls on the laboratories," he said.

Burton Richter, the Nobel Prize-winning

director of the Stanford center, said Stanford's plans to upgrade its electron-colliding accelerator would make it the only program in the United States that could complement the supercollider's proton-colliding capabilities. Proton collisions provide very different information to physicists about the interaction of fundamental matter and forces in the universe than do electron collisions.

As a result, Mr. Richter warned that the panel's proposal to shut down Stanford's accelerators would "lead to an enhanced U.S. high-energy physics program and greatly diminish its vitality."

**'Layoffs in the Hundreds'**

Another physicist at Stanford familiar with the panel's recommendation said it would create "a very different laboratory" from the particle-physics-research center that now exists, one in which scientists would do much of their experimental work elsewhere. It would force major cuts in its annual operating budget of \$140-million and its staff of 1,300 employees. "We're certainly talking about layoffs in the hundreds," he said.

The panel, however, agreed to grant Mr. Richter's controversial request to finance the construction of a \$200-million electron

Continued on Page A9



The linear accelerator and electron colliders at the Stanford Linear Accelerator Center would be shut down in fiscal 1995, under a proposal by a Department of Energy advisory panel.



Chemically treated beads could be used to clean up oil spills at a fraction of the current cost, two researchers say.

Adam Heller and James R. Brook, both professors of chemical engineering at the University of Texas at Austin, say they have treated commercially available glass beads with titanium oxide, a non-toxic chemical used as a pigment in many white paints. The hollow beads float and could be scattered on oil spills to clean them up, the researchers say.

The scientists are developing two types of beads, but both use the same principle.

The beads use sunlight to stimulate a chemical reaction that mixes oxygen with the oil so that it dissolves in water. The dissolved oil can then be digested by microbes already in the water.

One type of bead would begin immediately to dissolve oil, while the other would collect the oil in clumps before oxidizing it. The second type would be used on an oil spill that posed an immediate threat to beaches or marine life.

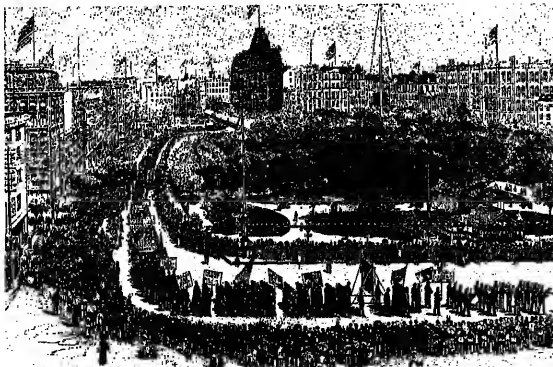
The two scientists say that the "microbeads" could have cleaned up the 1989 Exxon Valdez oil spill for \$75-million. Exxon has said its cleanup costs for that spill were \$2-billion in 1990.

Mr. Heller described the research at the annual meeting of the American Chemical Society this month. —DAVID L. WHEELER

The evolution of the Labor Day holiday in the United States reflects the labor movement's history of conflict and accommodation, two historians argue in the current (March) issue

## RESEARCH NOTES

- Researchers develop cheaper method of cleaning oil spills
- Labor Day's evolution said to reflect labor movement's history
- Astronomers finish building largest ground-based telescope



The first Labor Day parade was held in New York on September 5, 1882, as a show of labor's strength and a warning to politicians.

of *The Journal of American History*.

In the scholarly debate over the history of organized labor, say Michael Kazin of the American University and Steven J. Ross of the University of Southern California, some historians have seen a steady decline in labor's "oppositional traditions," while others have per-

ceived a continuing resistance to establishment values.

The authors argue that organized labor's use of Labor Day celebrations suggests that the reality lies between those poles, encompassing both "resistance and retreat."

Labor Day was first celebrated in New York, on September 5, 1882, when the Central Labor Un-

ion organized a massive street demonstration, in the form of a parade, as a show of labor's strength and a warning to politicians against favoring corporate interests. The parade was followed by an enormous picnic. By the end of the decade more than 400 cities were sponsoring Labor Day observances. In the 110 years since that first

agency of the National Academy of Sciences.

At the Board on Agriculture meeting, the heads of 52 scientific societies suggested ways in which land-grant universities could reshape their mission. Scientists and other speakers suggested that the institutions could:

- Set up interdisciplinary research teams to tackle problems identified by towns, counties, and cities. Such an approach is already being used at a few land-grant universities, including Iowa State and Cornell.
- Move from a model of "industrial agriculture," which measures productivity chiefly by profits, to a model of "ecological agriculture," which would take broader environmental and consumer concerns into account.
- Shift from a focus on serving farmers to a broader mission of serving American consumers.

"Our clientele is 250 million people," said David L. Brown, chairman of the rural sociology department at Cornell University. "We're helping to feed these people."

■ Use their research capacity to help citizens of other countries, particularly in rural areas of developing nations.

When the land-grant universities were formed, Mr. Stauber said, members of Congress viewed them as an outmoded way of distributing agricultural research support. Sci-

entists at land-grant universities now have to compete with other federal and university researchers for peer-reviewed grants supported by the Department of Agriculture. At the state level, land-grant universities have suffered from the same budget cuts with which all public universities have had to cope. Particularly hard hit have been land-grant extension services, which were set up early in the century to help farmers with advice based on the latest research.

### A Target for Future Cuts

In some states, the extension services have expanded their mission to help consumers, new immigrants, and inner-city residents, but they are still considered a likely target for future federal cuts, which would compound the damage already done at the state level. In Georgia, for example, about 100 of the state's 500 county extension agents were eliminated last year.

The university-managed county extension agents are being criticized locally for losing touch with farmers and 4-H Clubs and are being attacked at the federal level for being too narrowly focused on agriculture. "We're probably the most confused creature in the land-grant system right now," said Hal E. Tatum, president of the National Association of County Agricultural Agents. Some of the land-grant univer-

observance, the authors say, risked-file workers' interest in taking part in such events has ebbed and flowed. Since the turn of the century, once the holiday took hold, it has often been treated as just another American holiday. In some periods, however—such as in the 1930s, with the rise of the Congress of Industrial Organizations, among other things—the participation of workers in Labor Day activities has been both massive and militant. —ELLEN K. COOPER

Astronomers at the University of California and the California Institute of Technology have completed the construction of the world's largest ground-based telescope—an instrument with a mirror 10 meters in diameter.

The W. M. Keck telescopes, located on Mauna Kea, a dormant volcano on Hawaii, will enable astronomers to peer at distant stars with a device that possesses four times as much power as the 20-inch Hale telescope, located on Mount Palomar in California.

Workers last week lowered the last piece of its giant mirror, which is composed of 36 half-ton hexagonal segments. The telescope has been designed with electronic sensors that constantly monitor the position of each segment. The sensors then relay the information to computer-controlled devices that can move the segments less than a millionth of an inch to produce a perfectly smooth mirror surface.

The observatory has been built and will be operated by the California Association for Research in Astronomy, a partnership of Caltech and the University of California system. —KIM A. MCDONALD

## Scholarship

### Panel Suggests Closing Accelerators if Energy Budget Trails Inflation

Continued From Page A7

collider, called a *z*-factory, from the Stanford center's annual operating budget if funds for the department's high-energy physics program at least match the rate of inflation.

The panel said the construction could start as early as fiscal 1994 if funds for high-energy physics showed a modest increase above inflation. If, added, the project could move forward in fiscal 1997.

Mr. Richter had proposed building the *z*-factory—a facility that would produce large amounts of a subatomic particle called the *z*-boson by upgrading a 12-year-old electron collider at the Stanford center. He said he would finance the project by diverting a quarter of the center's annual \$140-million operating budget from fiscal years 1994 to 1998 to construction.

While such a move would force Mr. Richter to operate Stanford's linear accelerator for only six months of the year and significantly reduce the center's program of experiments, it would provide the center with a new instrument with which to maintain its scientific vitality.

Some scientists at the meeting complained that moving forward with Mr. Richter's proposal would preclude consideration of a \$116-million plan to build a similar *z*-factory by upgrading an electron collider at Cornell University. That proposal, which had been submitted to the National Science Foundation this year, is on hold because science-foundation officials say they cannot finance such a project until at least fiscal 1997.

Uneven Treatment Seen

Karl Berkelman, director of Cornell's laboratory of nuclear studies, told the meeting that he was disappointed by the uneven treatment of the two *z*-factory proposals in the panel's report. But in an interview, he said he doubted that the Energy Department would be able to move forward with Mr. Richter's plan in the next several years because of budget constraints. That could give the science foundation enough time to consider Cornell's competing proposal, he said.

Mr. Richter also agreed in an interview that modest growth in the Energy Department's programs above inflation was unlikely.

If support grows by at least 2.5 percent above the inflation rate, the panel recommended the completion of a \$200-million upgrade to the main injector of the proton collider at Fermilab by fiscal 1996 and the completion of Stanford's *z*-factory by fiscal 1997.

In the more likely scenario, in which funds for high-energy-physics programs would only match inflation, the panel recommended completion of the Fermilab main injector one year later and the completion of the *z*-factory two years later. But other programs would be hit harder.

Over the objections of Mr. Richter, for example, the panel proposed that the particle-physics program at the Stanford linear collider be terminated by the end of fiscal

1993, even though the construction of the *z*-factory would be delayed. It also recommended terminating all high-energy physics experiments at the alternating gradient synchrotron at the Brookhaven National Laboratory in Upton, N.Y., by fiscal 1997, and reducing the research program at Fermilab.

UCLA Proposal Rejected

The panel also rejected a proposal by the University of California at Los Angeles to build an accelerator to produce *phi*-mesons. It also said proposals by the Los Alamos, Lawrence Livermore, and Oak Ridge National Laboratories to establish high-energy physics groups should be denied "due to present fiscal pressures on the program."

Some physicists at the meeting expressed unhappiness with the panel's exercise, which will be used by the Energy Department to craft its budget requests for high-energy physics over the next five years. They complained that the structure plan the panel developed will prevent the kind of flexibility that is needed to pursue new discoveries.

"What you're telling us is that there will be no discoveries over the next five years and that you can make a coherent plan," said Melvin Schwartz, a Nobel Prize-winning physicist who is the associate

director for high-energy physics and nuclear physics at Brookhaven. "But I should hope there will be new discoveries."

Said Mr. Peoples of Fermilab: "We are eliminating in these budgets the opportunity to surprise ourselves, and that's where the science is proceeding."

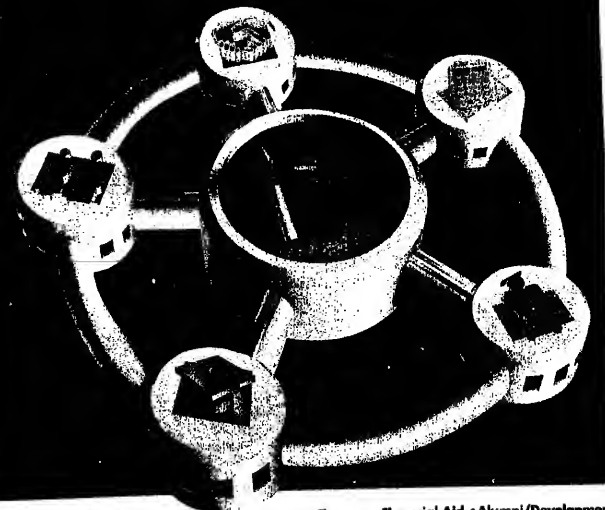
Some Scientists Are Irritated

Energy Department officials said they would reserve \$144-million of the high-energy-physics budget through fiscal 1999 to support the research of scientists who are hired to work at the Superconducting Supercollider Laboratory in Dallas. In addition, they said that half

of the agency's budget for high-energy physics after that date would be reserved for work in the supercollider.

Those commitments, which limited the number of new projects the panel could consider, are increasingly irritating to many high-energy physicists. Some laboratory directors complained outside the meeting that the two large detector experiments at the supercollider would have annual budgets greater than many national laboratories. Mr. Richter also noted that "a growing cadre" of younger high-energy physicists were becoming turned off by the impersonal nature and bureaucracy of large-scale experiments, such as those at the supercollider, and were looking to work on smaller projects.

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## 149 Receive Guggenheim Fellowships

Continued From Page A10

of differences in neuromer area between identified sensory neurons.

**Staziana, Lacy**, performance artist, San Francisco; dean of the school of the arts, California College of Arts and Crafts; performance art.

**Stary, Ladoua**, artist, New York; adjunct member of the faculty, Sarah Lawrence College; sculpture.

**Stark, Lawrence**, artist, Iowa; artist, N.Y.; sculpture.

**Stark, Michael**, associate professor of English, U. of Pennsylvania; the politics of representation.

**Norman, Thomas**, writer, New York; fellow of the International Academy for Bibliography and the Arts, Bard College; fiction.

**Stark, Mark**, professor of French and Romance studies, U. of Wisconsin at Madison; the Jewish presence in French writing.

**Michael S. Mathews**, principal investigator in the Cancer Research Center and senior staff scientist, Cold Spring Harbor Laboratory; study of protein and microtubule, State U. of New York at Stony Brook; control of transcription by the active virus.

**Robert D. Mathews**, associate professor of English, U. of Wisconsin at Madison; the evolution of accretion disks in the vast Milky Way environment.

**John A. McCarthy**, professor of linguistics, U. of Massachusetts at Amherst; ovidian mythology.

**Richard D. McCoy**, professor of English at Queens College and deputy executive officer of the Graduate Center, City U. of New York; the historical, cultural, and literary dimensions of England's succession crisis, 1500-1600.

**Richard S. Meadows**, professor of mathematics, Massachusetts Institute of Technology; analysis and geometry of manifolds with corners.

**Jane Menken**, professor of social sciences and director of the Population Studies Center, U. of Pennsylvania; the political structure in Bangladesh.

**Nina Menzies**, film maker, Los Angeles; lecturer in film, U. of Southern California; member of the faculty, California Institute of the Arts; film making.

**R. J. Dwyane Miller**, associate professor of chemistry and optics, U. of Rochester; optical studies of the protein which for the visual response.

**Seamus Mitchell**, poet; professor of creative writing, Florida Atlantic U.; member of the faculty, Vermont College; poetry.

**James Mohrman**, associate professor of music, U. of Missouri at Kansas City; composer in residence, Kansas City Symphony; music composition.

**E. William Munster**, professor of history, Northwestern U.; persecution in Renaissance France.

**Overton Moshon**, professor of sociology, Northwestern U.; mass relations in the Army.

**Nancy D. Munn**, professor of anthropology, U. of Chicago; the cultural constitution of time and space in experience.

**John Newman**, artist, New York; sculpture.

**Jeanne Novotny**, composer, Los Angeles; member of the faculty, California Institute of the Arts; music composition.

**Rob Olson**, assistant professor of English and comparative literature, Columbia U.; the life and works of Rodolfo Gaudier.

**Michael Onda**, professor of English, U. of California at Los Angeles; race, class, and the emergence of modernism.

**Art V. Overton**, professor of engineering and physics and director of the Center for Advanced Materials Research, Brown U.; on-line investigations of semiconductor materials.

**Pat O'Neill**, film maker, Los Angeles; film making.

**Jan Overberg**, film maker, Brooklyn, N.Y.; film making.

**Carol A. Padgett**, associate professor of communication, U. of California at San Diego; the early lives of deaf children.

**Irma Panagiotis**, associate professor of Slav languages and literatures, U. of Colorado at Boulder; article on a cultural tradition in Russia.

**Jay Parry**, professor of English, Middlebury College; a biography of John Steinbeck.

**Glenn Pearson**, photographer, New York; photography.

**Hyun Park**, artist, professor of sculpture and director of the University Honors Program, Oregon Washington U.; a social history of household work in the United States.

**Rosny Blackwell**, artist, Hope, Idaho; painting.

**Rosmary Sullivan**, professor of English, U. of Toronto; a biography of Gwendolyn MacEwen.

**Lisa Tierney**, professor of statistics, U. of Minnesota; studies in high-dimensional inference problems.

**Christopher Tugman**, writer, Cambridge, Mass.; instructor in writing, Emerson College; fiction.

**Nora Webb**, professor of architecture, U. of

California at Berkeley; modern landscape architecture in Europe, 1900-1955.

**Douglas H. Turner**, professor of chemistry, U. of Rochester; model systems for predicting tertiary interactions in RNA.

**Mark Turner**, associate professor of English, U. of Maryland at College Park; the Henry Miller.

**Mary Ann Wagner**, artist, New York; sculpture.

**James Webster**, professor of music, Cornell U.; the analysis of musical systems for electronic tertiary interactions in RNA.

**Wayne A. Roberts**, professor of English, U. of Texas at Austin; the Renaissance discourse of rhetoric.

**Nancy Wexler**, professor of French, New York U.; the Paris Penitentiary; the political constitution of authority.

**Donald Fawell**, poet; associate professor of English, U. of Denver; poetry.

**Shelley Hays, writer**, New York; adjunct assistant professor of art history and photography, New York U.; member of the faculty, School of Visual Arts; photography in France and Hausmann's reconstruction of Paris.

**Curt Richter**, photographer, New York; instructor, International Center of Photography; New York; photography.

**Larry C. Robinson**, professor of English, U. of Colorado at Boulder; sexuality and the poetry of Keats.

**Ramona Rosales**, professor of anthropology, Stanford U.; cultural citizenship and ethnic identity.

**Robert D. Mathews**, associate professor of English, U. of Wisconsin at Madison; the evolution of accretion disks in the vast Milky Way environment.

**John A. McCarthy**, professor of linguistics, U. of Massachusetts at Amherst; ovidian mythology.

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**Jay Parry**, professor of English, Middlebury College; a biography of John Steinbeck.

**Glenn Pearson**, photographer, New York; photography.

**Hyun Park**, artist, professor of sculpture and director of the University Honors Program, Oregon Washington U.; a social history of household work in the United States.

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are approximate. Some publishers offer discounts to bulk and to people who order in libraries.

## ANTHROPOLOGY

**Dingo Meets the Human**, by Deborah M. Price (Cambridge University Press, 200 pages, \$49.95). An ethnographic study of the Yarralin, an aboriginal people of the Victoria River Valley in Australia's Northern Territory.

## ART

**Artists Under Velocity: A Case of Prejudice and Persecution**, by Michele C. Cone (Princeton University Press, 1991 pages, \$35.00). Examines conditions for artists in Nazi-occupied France; considers the role of the artist in the political and cultural life of the nation.

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## Scholarship

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**A History of Modern Economics, Volume II: 1890-1990**, by M. C. Howard and J. E. King (Princeton University Press, 1991 pages, \$49.95). A two-volume study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

## EDUCATION

**Schooling Without Labels: Parents, Educators, and Inclusive Education**, by Douglas B. Gwynne (University Press, 216 pages, \$29.95). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

## FILM STUDIES

**Interpreting Film: Studies in the History of Reception of American Cinema**, by Janet Staiger (Princeton University Press, 296 pages, \$49.95). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

## GEOLOGY

**Geology, Geochemistry, and Geo-physical Research Results from the Earth's Interior**, by V. L. Stoyanov and others (University of Arizona Press, 424 pages, \$75.00). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

## HISTORY

**Griffith Reading the World's Almanac**, by Vance Smith (University Press of New England, 100 pages, \$15.00). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

**The Dutch-American Farm**, by David Stevan Cohen (New York University Press, 200 pages, \$45.00). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

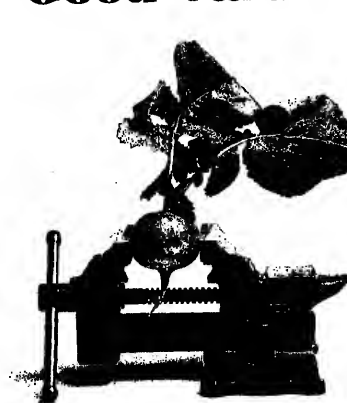
**A History of Women in the West**, edited by Georges Duby and Michelle Perrot (Harvard University Press, 1991 pages, \$75.00). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

**Women and the Middle Ages**, by James M. Smith (Princeton University Press, 300 pages, \$49.95). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

**Life After Death: Wives in Pennsylvania, 1760-1800**, by Lisa Wilson (Temple University Press, 224 pages, \$24.95). A study of the history of modern economics, Volume II: 1890-1990. A two-volume study of the history of modern economics, Volume II: 1890-1990.

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**Continued From Previous Page**  
to his own ends, draws on the whole body of his writings from *The Hierarchy* film to isolated autobiographical fragments.

**The Painter of Emily Dickinson**, by Judith Furr (Harvard University Press, 390 pages, \$29.95). Describes the American poet as a cultivated mid-Victorian who incorporated her knowledge of painting and literature into her writing, considers, for example, metaphorical codes in her cycle of love poetry written for her sister-in-law Sue and for the "Master," here identified as Samuel Bowles.

**Pragmatism and Pragmatism**, by Richard Poirier (Harvard University Press, 238 pages, \$22.95). Explores links between American pragmatism and American poetry through a study of Emerson, William James, Frost, Stein, and Stevens.

**Shakespeare: The Late Years**, by Russell B. Noyes (Columbia University Press, 380 pages, \$21.95). Completes a two-volume biography of the playwright, covering the period from 1594 to his death in 1616.

**Shakespeare and the Elizabethan Century**, by Philip Barbour (Princeton University Press, 321 pages, \$35). Shows how 16th-century intellectual and artistic circles defined and used information about Shakespeare and dramatic culture from accounts given by missionaries, explorers, and other travelers; develops, for example, an interpretation of Goshawk's *Faint* that describes Faust as the modern shaman.

## MATHEMATICS

**An Education of Cassius's Invention**, by Kevin Walker (Princeton University Press, 128 pages, \$30.50). Hardcover. \$16.95 (paperback). Describes an invariant,  $\pi$ , of oriented rational homology 3-spheres.

## Addresses of Publishers

Cambridge U. Press, 40 West 20th Street, New York 10011.  
Chapman & Hall, 29 West 35th Street, New York 10001.  
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amines the issue of why women are more likely to be in the social contract theory of John Rawls to develop a "rectificatory" theory of punishment.

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**Irrealism: Luce and the Marxist View of Reason**, by Tom Rockmore (Temple University Press, 328 pages, \$44.95). A study of the Italian philosopher about Luce (1905-1971). Describes his role as the leading proponent of the Marxist theory of reason, and his connection with German Neo-Kantianism.

**Justifying Law: The Debate Over Foundational, Social, Methods**, by Raymond A. Beckett (Temple University Press, 320 pages, \$49.95). Analyzes different philosophical perspectives on law and judicial decision making, including legal realist, legal formalist, Marxist, and feminist approaches.

**The Reality of Reasoning and the Meaning of Reality**, by Eddy M. Zemach (University Press of New England, 220 pages, \$45). Challenges relativist interpretations of the work of the Austrian philosopher Ludwig Wittgenstein.

**Selected Writings of James Hayden Tufts**, edited by James Campbell (Southern Illinois University Press, 476 pages, \$45). Critical edition of writings by the American philosopher Tufts (1862-1942), best known for his collaborative work with John Dewey.

**A Structuralist Theory of Logic**, by Arnold Koslow (Cambridge University Press, 416 pages, \$69.50). Develops a new theory of logic that does not require elements of logic to be based on a formal logic.

**Two Paths Toward Peace**, by Donald E. Brown and James W. Ford (Columbia University Press, 336 pages, \$39.95). Overviews the nature and practical implications of two moral political positions: "moral minimalism" and "moral maximalism."

**The Uniqueness of Consciousness: A Theory of Experience**, by Jacob Adler (Temple University Press, 316 pages, \$44.95). Explores the phenomenology of self-experience.

## PSYCHOLOGY

**Character Structure and the Organization of the Self**, by Lawrence J. Sroufe (Columbia University Press, 286 pages, \$30). Describes the development of psychoanalytic theories of character structure from Sigmund Freud to Heinz Kohut, then proposes a new approach based on the phenomenology of self-experience.

## RELIGION

**"Church and Age United": The Modernist Impulse in American Catholicism**, by R. Scott Appleby (University of Notre Dame Press, 296 pages, \$29.95). Traces the influence of modernism on Catholic intellectual life from 1895 when Father John Zahm attempted to reconcile Catholicism with post-Darwinist theories of evolution to 1910 when former priest William L. Sullivan published his *Letters to the Address* *Post Factum*. A review of Roman Catholicism.

**Patristic Persuasion in Aid of a Rejection of Christian Theology**, by David S. Cameron (University of Notre Dame Press, 316 pages, \$29.95). Draws on the rhetorical thought of Aristotle and later Aristotelian theologians in a study of Christian theology as a form of persuasive argument.

## FELLOWSHIPS, PRIZES

## THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (CGP) are now accepting applications for the 1992-1993 Abe Fellowship Program. The program's aim is to encourage international interdisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in large policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build a transnational network of scholars committed to and trained for advancing global understanding and problem solving.

■ Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.

■ Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the Fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

■ Fellows will be expected to affiliate with an American or Japanese institution appropriate to their research aim, and the Fellowship will typically be used for extended residence in the country of study and research.

■ Application forms may be obtained from the Social Science Research Council and must be accompanied by a two page statement of the proposed research activity. The deadline for submission of applications is September 15, 1992. The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program  
The Social Science Research Council  
605 Third Avenue, New York, NY 10158  
Tel: (212) 661-0230  
Fax: (212) 370-7896

ANNOUNCEMENTS of fellowships, lectureships, and prize competitions appear every week in the Scholarships pages of The Chronicle of Higher Education. For advertising rates and other information, call: (202) 462-1080. Or write: Display Advertising Department, The Chronicle, 1255 23rd Street, N.W., Washington, D.C. 20037.

## Announces...

Baltic and East  
Central European  
Assistance Awards

Grants to assist graduate and upper division undergraduate students from Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia, and Yugoslavia, under guidelines outlined by the U.S. Information Agency (USIA) are available to U.S. colleges and universities. The grants are intended to support additional expenses of qualified students, beginning their studies in the 1992-93 academic year, who have already been awarded substantial financial support by the institutions. Preference will be given to students in the fields of public policy and public administration. The Program will provide grants to institutions for one year, of \$3,000 - \$10,000 per student. Institutions must be prepared to disburse funds without an administrative charge to NAFSA or USIA.

Applicants deadline is June 5, 1992. Funding for this program is being provided by the USIA. Grants will be awarded subject to the availability of funding. For application packet and specific guidelines contact: Gail A. Hoffbauer, Director, Baltic/East Central European Assistance Awards Program, NAFSA: Association of International Educators, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-3728.

Tel: (202) 939-3124, Fax: (202) 539-3115

Scholarship

## Personal &amp; Professional



Jane Gallop, an English professor at U. of Wisconsin: Academics need to write for a general audience. "There are mass publications, lots of them. We have to learn how to write for them."

2 New Groups Hope to Organize the Academic Left  
Against Conservative Scholars and the NEH

By SCOTT HELLER

Two new scholars' groups formed to defend the academic left wing hope to attract attention and members by aiming at a more large-scale—the current direction of the National Endowment for the Humanities.

Members of Teachers for a Democratic Culture and the Union of Democratic Intellectuals agreed at their first meeting, held here last week, to remain distinct groups rather than merge. "Having one group in the direction of the group is no bargain," said Paul Lauter, professor of English at Trinity College in Connecticut, and a member of the organizing committee of the Union of Democratic Intellectuals.

The groups, which have attracted about 1,300 members between them, were formed to defend multiculturalism, feminism, and other new scholarly approaches, and to fight conservative attacks on culture and education. At the meeting, members agreed to develop a joint newsletter or magazine. They also spoke about the creation of an umbrella organization under which both would be housed.

## Differences Not Settled

But lingering differences about the scope of their efforts, especially in regard to non-academic policies, were never settled. Several speakers, including Stanley Aronowitz, a professor of sociology at the City University of New York's Graduate Center, called for a broad left-wing coalition to address political and social inequalities.

"This must be a movement that goes beyond faculty members, tenured or otherwise," said Mr. Aronowitz, a founder of

the intellectuals' group. "If we don't dig in at the local level, we will be sunk."

Teachers for a Democratic Culture, on the other hand, has assumed a higher profile on national educational policy matters. A first project: Fighting the eight recent nominations to the council that oversees the National Endowment for the Humanities.

In a statement issued after the meeting, Teachers for a Democratic Culture criticized

**"This must be a movement  
that goes beyond faculty  
members, tenured or  
otherwise. If we don't  
dig in at the local level  
we will be sunk."**

the "undue influence of politics in the Bush Administration's approach to culture and the arts" and asked that the nominations be tabled.

"None of the nominees does work in areas of the humanities outside the European tradition," said Gregory Jay, professor of English at the University of Wisconsin at Milwaukee. "There is a false aura of diversity because the nominees include women, blacks, and Hispanics. But there's no intellectual diversity."

The group asked the Senate to appoint an independent panel to review the "general direction" of the agency under Chairman Lynne V. Cheney. The organization had previously criticized Mrs. Cheney for overloading the council with conservatives

and professors opposed to new scholarly methods.

Mr. Jay and Gerald Graff, professor of English at the University of Chicago, founded Teachers for a Democratic Culture. Mr. Graff said the fight against the nominees would help gain visibility for the new organization, which in eight months has attracted nearly 900 members.

## An Organized Attack

The joint meeting attracted 125 people, most of them members of one of the two groups. Participants heard from professors who outlined what they saw as a highly organized conservative attack against college and university reforms. The assault has been waged with financing from conservative foundations through such groups as the National Association of Scholars and with the complicity of news organizations, scholars said.

"Academics need to do less analysis and debate, which we have been trained to be, and more activism, which the right has shown us is decisive in the political and cultural world," said Ellen Messer-Davies, associate professor of English at the University of Minnesota.

The success of the National Association of Scholars gave the meeting a worried, if not paranoid, air. A few attendees objected to the taping of sessions. And there were worries that members of the opposing side were in attendance.

They were. Joseph S. Salemi, an adjunct professor of English at Hunter College of the City University of New York and New York University, attended the meeting and will

Continued on Following Page

## Academic Left Wing Hopes to Rally Against Conservatives and the NEH

Continued From Preceding Page  
report on it for *Measure*, a newsletter published by a conservative academics' group called the University Centers for Rational Alternatives. "I think they're very badly organized," he said in an interview afterwards. "They're trying to put together an organization from split."

### Exacerbated Tensions

At the meeting, speakers drew a portrait of campuses split by racial and political tensions. The disagreements have been exacerbated by conservative scholars and a hostile media, they said. Critics have successfully linked multicultural curricular reform and affirmative action to generate a white backlash, said Troy Duster, professor of sociology at the University of California at Berkeley.

Jane Gallop, a professor of English at the University of Wisconsin at Milwaukee, suggested that academics needed to learn how to refute misrepresentations by writing books, articles, and book reviews for a general audience. "There are

mass publications, lots of them. We have to learn how to write for them," she said.

Professors need to insist that they get credit for such work, she added. Now, she said, "we are punished for doing it."

Higher education's fiscal crisis was a backdrop to several of the papers presented.

George Yúdice, an associate professor of Spanish at Hunter, suggested that the two scholars' organizations highlight the economic pressures that public higher-education institutions currently are facing.

### 'Identity Politics'

To concentrate merely on literary politics would be a mistake, he said. Currently, academics are interested in multiculturalism and "identity politics," in which they explore how gender, racial, and sexual identities are influenced by cultural factors. "You need to appeal to white, middle- and working-class youth—not to make them feel good about multiculturalism but to talk to them about how they're



Gerald Graff, a co-founder of Teachers for a Democratic Culture: The fight against the NEH nomination will help it gain visibility.

shortchanged in terms of resources," he said.

Ashley Smith, a graduate student at Brown University, started a group on his campus called Teachers and Students for a Democratic Culture, which he said would focus on inequities in local schools and colleges. "A desegregated syllabus is not good enough," he said in an

interview. "I want to see a desegregated classroom."

But Deborah Rosenfelt, professor of women's studies at the University of Maryland, urged scholars not to alienate the many people who are already being reached through the everyday processes of curricular change. Connecting campus change to political move-

### Personal & Professional

ments away from the campus will drive away some potential allies, she warned. "Not everyone's going to be able to hear and respond to the language we use to make these connections," she said.

Mr. Jay said chapters of Teachers for a Democratic Culture had started up in New England, in New York, and on the campus of the University of Illinois at Urbana-Champaign. Some 75 people have volunteered to organize chapters around the country, he said. Organizers are also at work in scholarly fields such as art history, classics, comparative literature, history, and sociology.

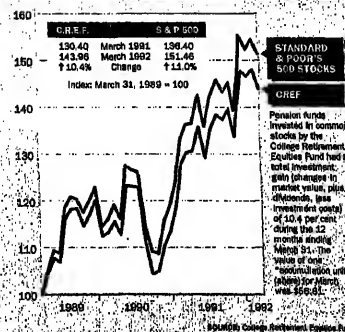
### 'They Do Have a Lot of Money'

They have their work cut out for them. On the final morning, when the groups held a session on how to organize at the local level, fewer than 20 people showed up. They mused over the appearance of a quarter-page advertisement for the National Association of Scholars in that morning's *New York Times*.

But Mr. Graff and Mr. Lauter, veterans of 1960's political movements, said they were unfazed by the opposition. "They do have a lot of money," said Mr. Lauter. But he said he doubted that a group with a purely negative message could have a long-term appeal. "In the long run," he said, "it's hard to organize people around misery and anger."

## Trends and Indicators

### Pension Money in the Stock Market



### One-Year Percentage Increases in Median Salaries of College Administrators

Type of Institution	1990-91			
	All	Public	Private	Two-year
All	5.3%	4.5%	5.4%	2.6%
Public	4.9	4.8	5.7	3.1
Private	6.7	3.9	5.5	3.0
Doctoral	6.0	3.9	6.2	2.3
Comprehensive	3.3	11.0	4.0	1.6
Baccalaureate	7.1	6.7	5.2	3.0
Two-year	5.6	5.4	4.8	0.8

Type of Job	1990-91			
	All	Public	Private	Two-year
Executive	9.3%	7.0%	7.1%	2.4%
Academic	6.2	6.2	5.5	3.1
Administrative	4.8	6.2	5.9	2.9
External affairs	5.0	4.9	5.0	3.2
Student affairs	5.3	5.4	5.8	2.2

## FACULTY NOTES

- Instructor claims he was fired because of his military activity
- Jury says law school did not discriminate against white males
- Faculty-union leaders condemn Bush's order on fee refunds

An instructor at El Paso Community College has sued his institution, claiming his contract was terminated because of his participation in the U.S. Naval Reserve. He also claims his superiors called his military uniform "vulgar."

The instructor, Brian Grady, teaches in the college's law-enforcement program and serves as a Navy campus-inhalation officer. His duties include recruiting minority students into the Navy.

Mr. Grady was notified in December that, after five years of teaching, his contract would expire at the end of this academic year. He was given no reason, he says. "I had no problem until the Gulf war started," he said. "I have to think that they opposed our government's action, and I was the easiest target because I wear my uniform on campus." He says his superiors repeatedly harassed him for supporting the war, and threatened to dismiss him if he did not curtail his military activities on the campus.

These charges were denied by Bud Canuteson, discipline coordinator for the law-enforcement program, and Linda Luehrs, acting division chairwoman for public service and applied arts. Both were named as defendants in the lawsuit.

Mr. Grady also says Ms. Luehrs told him his uniform was "vulgar and disgusting," and told him to go home and change. Ms. Luehrs de-

nied that, but would not comment further. In a prepared statement, Mr. Canuteson said he did not oppose Mr. Grady's recruitment activities and had played no role in the decision to end his contract.

—KATHERINE S. MANGAN

A federal jury this month decided that the University of Wisconsin's law school did not discriminate against a white man when it instead hired seven minority professors over a three-year period.

E. H. Reize, a graduate of the law school, sued the school, claiming that faculty hirings made under the so-called Madison Plan discriminated against white men. The plan is aimed at increasing the proportion of minority students and professors at the Madison campus.

Mr. Reize could not be reached. But his lawyer, Richard B. Kay, said Mr. Reize would appeal. The fact that the law school had used a special fund earmarked for minority hiring was evidence of discrimination against whites, he said.

Gerald J. Thain, associate dean of the law school, said Mr. Reize was not as qualified as the minority professors hired. While he had graduated in the top 5 per cent of his class, he had no background in academic law, Mr. Thain said, adding: "He is not the kind of person this school would hire if nobody called agency fees in lieu of union dues."

Of the law school's 50 profes-

sors, eight are minority-group members and 10 are women.

—CAROLYN J. MOORE

Faculty unions reacted angrily last week to President Bush's order requiring federal contractors to notify their non-union employees that they do not have to pay for a union's political activities.

Union representatives blasted the President for making what was largely a symbolic gesture, since the order enforces a 1988 U.S. Supreme Court decision. They said the order would have little impact on faculty collective-bargaining units, which, they said, had long been required to separate expenses for political activities from those associated with bargaining. Nonetheless, officials at both the National Education Association and the American Federation of Teachers (AFT-CIO) accused Mr. Bush of playing election-year politics.

Administration officials said that the order, which will require institutions that receive federal contracts to notify workers of their rights, would cost unions millions of dollars in lost fees. But union officials said they expected few non-union members to seek refunds.

To pay for the benefits that they derive from unions, non-union members are required to pay so-called agency fees in lieu of union dues.

—COURTNEY LEATHAM

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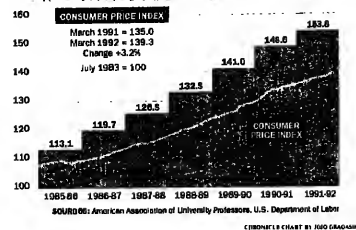
—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio."

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## Faculty Pay and the Cost of Living



## Average Faculty Salaries Rise 3.5%; Smallest Increase in 20 Years

Continued From Page A1  
or education continues to be grim, Mr. Hamermesh said. "It's hard to see who people should want to go into this business."

The survey calculated a separate average pay increase for "continuing faculty," or those who were on a campus from one year to the next. That excluded faculty members who retired or were newly hired. The average pay increase for continuing faculty in 1991-92 was 4.3 percent—the lowest increase for that group in 20 years.

## Public's Negative Attitude

While the recession is partly to blame for the reduced incomes, Mr. Hamermesh said another cause was the American public's negative attitude toward higher education. "The voters don't seem to want to put the money into higher education," he said.

Salaries for faculty members at public institutions rose 2.9 percent; the average salary for professors of all ranks at those institutions was \$45,260.

By comparison, salaries for faculty members at private, independent operated colleges rose 4.7 percent, while those at church-related institutions rose 5.3 percent. Their average salaries were \$50,030 and \$39,020, respectively.

While the disparity between pay raises in public and private institutions has existed for years, this recessionary year "was more pronounced than in any time during the previous decade," according to Mr. Hamermesh's analysis of the survey results. His essay accompanied the survey, which was published in the March-April issue of the AAUP magazine, *Academe*, that is being issued this week.

In his essay, Mr. Hamermesh attributes the "slow growth of salaries in public institutions" in part to the "fiscal crises that have plagued state budgets." The situation is unlikely to improve much in 1992-93, he said in an interview.

Faculty members aren't the only college employees to get small pay raises this year. A 1991-92 survey by the College and University Personnel Association showed that median salaries for campus administrators rose by just 2.6 percent this academic year, the smallest increase in four years.

The AAUP survey, based on information from 2,074 institutions,

examines salaries in effect at the start of academic 1991-92.

Average salaries for women continued to lag behind those for men. However, more women entered the ranks of the faculty this academic year. About 19.1 percent of all professors in 1991-92 are women, up from 28.3 percent last year.

Other findings of the survey:  
■ Average salaries for full professors were \$65,190 at comprehensive institutions, \$33,880 at baccalaureate institutions, and \$47,300 at two-year colleges.

■ Average salaries for associate professors were \$46,290 at doctoral institutions, \$43,010 at comprehensive institutions, \$37,680 at baccalaureate institutions, and \$38,860 at two-year colleges.

■ Average salary for assistant professors were \$39,120 at doctoral institutions, \$35,720 at comprehensive institutions, \$31,500 at baccalaureate institutions, and \$33,150 at two-year colleges.

■ Average salary for faculty members varied widely by discipline. The lowest average salaries went to people in the performing arts; the highest were paid to law-school professors. (The survey does not include salaries for medical-school faculty members, who are often among the highest paid of all university employees.)

■ Benefits made up 19.6 percent of total faculty compensation, this recessionary year, "a new record from 19.3 percent last year."

The 1991-92 survey calculated inflation rates in a new way. In the past, it used a July-to-June inflation rate. This year, so salaries for 1990-91 were compared to an inflation rate for the period of July 1990 to June 1991. That method required survey officials to forecast the inflation rate for several months.

**Some Differences**  
This year's survey computes the inflation rate for a period from December to December. The change means some figures in the latest report differ from those published previously.

The survey data were compiled by Myrse Eymonnet Associates, consultants to the AAUP. Copies of the March-April 1992 issue of *Academe* can be obtained for \$40 from the American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington 20005; (202) 737-5900.

## Average Faculty Salaries for 1991-92

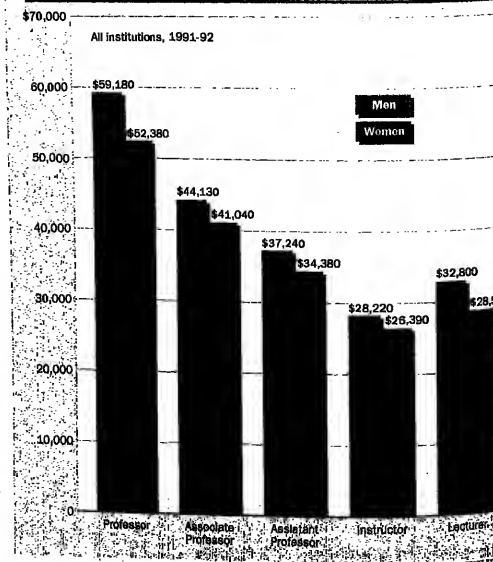
	All	Public	Private, Independent	Church-related
<b>Doctoral institutions</b>				
Professor	\$65,190 3.1%	\$61,950 2.9%	\$78,890 4.8%	\$68,140 5.3%
Associate professor	46,290 3.0	46,090 2.4	51,700 4.8	48,720 5.7
Assistant professor	39,120 3.3	38,030 2.9	43,830 4.8	40,630 4.9
Instructor	27,870 3.2	26,810 2.7	33,220 4.0	34,710 6.8
Lecturer	32,540 —	32,280 —	34,050 —	29,280 —
All	\$51,080 3.1	48,930 2.8	60,280 4.7	51,820 5.4
<b>Comprehensive institutions</b>				
Professor	\$53,880 3.6%	\$53,750 3.2%	\$54,960 4.3%	\$53,850 5.8%
Associate professor	43,010 4.0	43,020 3.8	43,330 4.7	42,920 5.8
Assistant professor	36,720 4.4	36,730 3.9	36,700 5.0	35,690 4.4
Instructor	27,340 4.6	27,210 4.5	27,250 4.5	27,890 5.7
Lecturer	27,410 —	26,900 —	26,890 —	25,460 —
All	\$43,440 3.9	43,490 3.5	43,870 4.6	42,790 5.8
<b>Baccalaureate institutions</b>				
Professor	\$48,860 4.3%	\$47,460 2.8%	\$52,230 4.0%	\$41,950 5.1%
Associate professor	37,660 4.4	39,150 2.8	40,220 4.8	34,910 5.2
Assistant professor	31,500 4.6	32,580 3.1	37,820 4.8	29,580 5.5
Instructor	28,830 4.2	28,360 2.8	27,810 5.4	24,880 4.7
Lecturer	28,250 —	27,300 —	34,820 —	22,380 —
All	\$37,260 4.5	37,890 2.9	40,920 4.7	34,090 5.2

<b>2-year institutions with academic ranks</b>				
Professor	\$47,300 3.8%	\$47,700 3.8%	\$37,180 4.3%	\$32,140 4.5%
Associate professor	38,860 4.2	38,300 3.2	29,880 4.3	27,740 5.4
Assistant professor	33,880 3.4	33,580 3.4	26,520 4.3	24,010 3.9
Instructor	27,610 4.2	27,060 4.4	21,100 4.5	22,380 5.1
Lecturer	23,710 —	23,820 —	—	—
All	\$37,760 3.8	38,210 3.8	28,400 4.5	28,610 4.8

<b>2-year institutions without academic ranks</b>				
Professor	\$38,060 3.0%	\$38,220 3.0%	\$28,210 5.9%	\$28,150 5.7%
<b>All institutions except those without academic ranks</b>				
Professor	\$56,220 3.4%	\$57,370 2.8%	\$56,060 4.5%	\$49,480 5.3%
Associate professor	42,260 3.5	43,420 2.8	46,570 4.7	39,300 5.5
Assistant professor	36,060 3.8	36,330 3.2	37,820 4.8	32,620 5.8
Instructor	27,470 3.9	27,180 3.6	26,470 4.6	25,940 5.5
Lecturer	30,470 —	29,990 —	33,280 —	28,180 —
All	\$45,390 3.5	46,280 2.9	50,030 4.7	39,020 5.5

No data reported for:  
Notes: Figures cover full-time members of the institutional staff except those in medical schools. The salaries are adjusted to a standard work year. The salary figures are based on 2,072 institutions; percentage increases are based on 1,944 institutions.

## Average Faculty Salaries for Men and Women by Rank



## FACT FILE

## Average Faculty Salaries at 1,800 Institutions

Here are the average faculty salaries by rank at more than 1,800 colleges, universities, and multi-campus systems in 1991-92.

The salaries are reported in thousands of dollars and are rounded to the nearest hundred. They are adjusted to a nine-month work year. The figures cover full-time members of each institution's instructional staff except those in medical schools. The designations I, II, III, IV, and V are defined in the rating table (below right), which gives the percentile distributions of salaries for each academic rank.

Average faculty salaries for institutions without ranks, most of which are two-year colleges, appear in a table on Page A22.

A dash appears whenever an institution has fewer than six faculty members in a given rank. A blank space indicates that the institution has no faculty members at that rank. The tables omit footnote qualifying the information reported by some institutions.

The figures were compiled by Myrse Eymonnet Associates for the American Association of University Professors.

## ALABAMA—Cont.

	Prof	Asst Prof	Asst	Inst
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—

## ALABAMA

	Prof	Asst Prof	Asst	Inst
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—

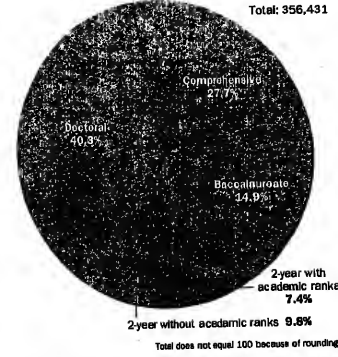
## ALABAMA

	Prof	Asst Prof	Asst	Inst
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—

## ALABAMA

	Prof	Asst Prof	Asst	Inst
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—
Alabama State U.	41.3	35.7	31.2	23.6
Auburn U.	45.1	39.8	33.8	—
University of Alabama	45.1	39.8	33.8	—

## Faculty Members by Type of Institution, 1991-92



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## GEORGIA—Cont.

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—

## GEORGIA

	Prof	Asst Prof	Asst	Inst
Georgia State U.	45.1	39.8	33.8	—
Georgia Tech	45.1	39.8	33.8	—



# Average Faculty Salaries at 1,800 Institutions—Continued

## ILLINOIS—Cont.

Inst.	Prof.	Asst. Prof.	Asst. Prof.	Inst.	Prof.	Asst. Prof.	Asst. Prof.
Chicago, II	38,700	24,100	20,100	Rockford, II	37,700	23,100	19,100
DePaul, II	40,700	25,100	21,100	Rocky Mt., II	37,700	23,100	19,100
Illinois State, II	41,700	26,100	22,100	St. Charles, II	37,700	23,100	19,100
Northwestern, II	42,700	27,100	23,100	St. Louis, II	37,700	23,100	19,100
University of Chicago, II	43,700	28,100	24,100	Western Illinois, II	37,700	23,100	19,100
University of Illinois, II	44,700	29,100	25,100				

## INDIANA

Anderson, IN	38,700	24,100	20,100	Indiana State, IN	37,700	23,100	19,100
Bloomington, IN	39,700	25,100	21,100	University of Indianapolis, IN	37,700	23,100	19,100
Ellettsville, IN	37,700	23,100	19,100	University of Southern Indiana, IN	37,700	23,100	19,100
Evansville, IN	38,700	24,100	20,100				
Fort Wayne, IN	39,700	25,100	21,100				
Greensburg, IN	37,700	23,100	19,100				
Harmon, IN	37,700	23,100	19,100				
Indiana University, IN	40,700	26,100	22,100				
Madison, IN	37,700	23,100	19,100				
Marion, IN	37,700	23,100	19,100				
Northwestern, IN	37,700	23,100	19,100				
Southwestern, IN	37,700	23,100	19,100				
University of Indianapolis, IN	37,700	23,100	19,100				
University of Southern Indiana, IN	37,700	23,100	19,100				
Valparaiso, IN	37,700	23,100	19,100				
Westfield, IN	37,700	23,100	19,100				
Wichita, IN	37,700	23,100	19,100				

## IOWA

Des Moines, IA	38,700	24,100	20,100	University of Iowa, IA	37,700	23,100	19,100
Grinnell, IA	37,700	23,100	19,100				
Hammond, IA	37,700	23,100	19,100				
Keokuk, IA	37,700	23,100	19,100				
Marshalltown, IA	37,700	23,100	19,100				
Mount Vernon, IA	37,700	23,100	19,100				
Northwestern, IA	37,700	23,100	19,100				
University of Iowa, IA	37,700	23,100	19,100				
Waverly, IA	37,700	23,100	19,100				
West Des Moines, IA	37,700	23,100	19,100				
Wheaton, IA	37,700	23,100	19,100				

## KANSAS

Abilene, KS	38,700	24,100	20,100	University of Kansas, KS	37,700	23,100	19,100
Atchison, KS	37,700	23,100	19,100				
Bellevue, KS	37,700	23,100	19,100				
Chaney, KS	37,700	23,100	19,100				
Emporia, KS	37,700	23,100	19,100				
Fort Hays, KS	37,700	23,100	19,100				
Geary, KS	37,700	23,100	19,100				
Hammond, KS	37,700	23,100	19,100				
Lawrence, KS	37,700	23,100	19,100				
Manhattan, KS	37,700	23,100	19,100				
McPherson, KS	37,700	23,100	19,100				
Shawnee, KS	37,700	23,100	19,100				
Wichita, KS	37,700	23,100	19,100				

## KENTUCKY

Anderson, KY	38,700	24,100	20,100	University of Kentucky, KY	37,700	23,100	19,100
Boone, KY	37,700	23,100	19,100				
Boyd, KY	37,700	23,100	19,100				
Butler, KY	37,700	23,100	19,100				
Corbin, KY	37,700	23,100	19,100				
Franklin, KY	37,700	23,100	19,100				
Harlan, KY	37,700	23,100	19,100				
Highland, KY	37,700	23,100	19,100				
Lexington, KY	37,700	23,100	19,100				
Morehead, KY	37,700	23,100	19,100				
Paducah, KY	37,700	23,100	19,100				
Union, KY	37,700	23,100	19,100				

## MASSACHUSETTS—Cont.

Amherst, MA	38,700	24,100	20,100	University of Massachusetts, MA	37,700	23,100	19,100
Barnstable, MA	37,700	23,100	19,100				
Berkshire, MA	37,700	23,100	19,100				
Boston, MA	37,700	23,100	19,100				
Cambridge, MA	37,700	23,100	19,100				
Clark, MA	37,700	23,100	19,100				
Concord, MA	37,700	23,100	19,100				
Dartmouth, MA	37,700	23,100	19,100				
Emory, MA	37,700	23,100	19,100				
Harvard, MA	37,700	23,100	19,100				
Hebrew, MA	37,700	23,100	19,100				
Northwestern, MA	37,700	23,100	19,100				
Quincy, MA	37,700	23,100	19,100				
Southwestern, MA	37,700	23,100	19,100				
Union, MA	37,700	23,100	19,100				
Worcester, MA	37,700	23,100	19,100				

## LOUISIANA

Acadia, LA	38,700	24,100	20,100	University of Louisiana, LA	37,700	23,100	19,100
Bossier, LA	37,700	23,100	19,100				
Central, LA	37,700	23,100	19,100				
Delaware, LA	37,700	23,100	19,100				
East, LA	37,700	23,100	19,100				
Florida, LA	37,700	23,100	19,100				
Georgetown, LA	37,700	23,100	19,100				
Grambling, LA	37,700	23,100	19,100				
Jefferson, LA	37,700	23,100	19,100				
Louisiana State, LA	37,700	23,100	19,100				
Monroe, LA	37,700	23,100	19,100				
Norfolk, LA	37,700	23,100	19,100				
Shreveport, LA	37,700	23,100	19,100				
University of Louisiana, LA	37,700	23,100	19,100				
Western, LA	37,700	23,100	19,100				

## MAINE

Colby, ME	38,700	24,100	20,100	University of Maine, ME	37,700	23,100	19,100
Central, ME	37,700	23,100	19,100				
Eastern, ME	37,700	23,100	19,100				
Georgetown, ME	37,700	23,100	19,100				
Hebrew, ME	37,700	23,100	19,100				
Northwestern, ME	37,700	23,100	19,100				
Quincy, ME	37,700	23,100	19,100				
Southwestern, ME	37,700	23,100	19,100				
Union, ME	37,700	23,100	19,100				
Worcester, ME	37,700	23,100	19,100				

## MARYLAND

Chesapeake, MD	38,700	24,100	20,100	University of Maryland, MD	37,700	23,100	19,100
College, MD	37,700	23,100	19,100				
Eastern, MD	37,700	23,100	19,100				
Georgetown, MD	37,700	23,100	19,100				
Harvard, MD	37,700	23,100	19,100				
Northwestern, MD	37,700	23,100	19,100				
Quincy, MD	37,700	23,100	19,100				
Southwestern, MD	37,700	23,100	19,100				
Union, MD	37,700	23,100	19,100				
Worcester, MD	37,700	23,100	19,100				

## MASSACHUSETTS

Amherst, MA	38,700	24,100	20,100	University of Massachusetts, MA	37,700	23,100	19,100
Barnstable, MA	37,700	23,100	19,100				
Berkshire, MA	37,700	23,100	19,100				
Boston, MA	37,700	23,100	19,100				
Cambridge, MA	37,700	23,100	19,100				
Clark, MA	37,700	23,100	19,100				
Concord, MA	37,700	23,100	19,100				
Dartmouth, MA	37,700	23,100	19,100				
Emory, MA	37,700	23,100	19,100				
Harvard, MA	37,700	23,100	19,100				
Hebrew, MA	37,700	23,100	19,100				
Northwestern, MA	37,700	23,100	19,100				
Quincy, MA	37,700	23,100	19,100				
Southwestern, MA	37,700	23,100	19,100				
Union, MA	37,700	23,100	19,100				
Worcester, MA	37,700	23,100	19,100				

## MASSACHUSETTS

Amherst, MA	38,700	24,100	20,100	University of Massachusetts, MA	37,700	23,100	19,100
Barnstable, MA	37,700	23,100	19,100				
Berkshire, MA	37,700	23,100	19,100				
Boston, MA	37,700	23,100	19,100				
Cambridge, MA	37,700	23,100	19,100				
Clark, MA	37,700	23,100	19,100				
Concord, MA	37,700	23,100	19,100				
Dartmouth, MA	37,700	23,100	19,100				
Emory, MA	37,700	23,100	19,100				
Harvard, MA	37,700	23,100	19,100				
Hebrew, MA	37,700	23,100	19,100				
Northwestern, MA	37,700	23,100	19,100				
Quincy, MA	37,700	23,100	19,100				
Southwestern, MA	37,700	23,100	19,100				
Union, MA	37,700	23,100	19,100				
Worcester, MA	37,700	23,100	19,100				

## MASSACHUSETTS

Amherst, MA	38,700	24,100	20,100	University of Massachusetts, MA	37,700	23,100	19,100
Barnstable, MA	37,700	23,100	19,100				
Berkshire, MA	37,700	23,100	19,100				
Boston, MA	37,700	23,100	19,100				
Cambridge, MA	37,700	23,100	19,100				
Clark, MA	37,700	23,100	19,100				
Concord, MA	37,700	23,100	19,100				
Dartmouth, MA	37,700	23,100	19,100				
Emory, MA	37,700	23,100	19,100				
Harvard, MA	37,700	23,100	19,100				
Hebrew, MA	37,700	23,100	19,100				
Northwestern, MA	37,700	23,100	19,100				
Quincy, MA	37,700	23,100	19,100				
Southwestern, MA	37,700	23,100	19,100				
Union, MA	37,700	23,100	19,100				
Worcester, MA	37,700	23,100	19,100				

## MASSACHUSETTS—Cont.

Post	Post	Post	Post
City	City	City	City
Amherst, MA	38,700	24,100	20,100
Barnstable, MA	37,700	23,100	19,100
Berkshire, MA	37,700	23,100	19,100
Boston, MA	37,700	23,100	19,100
Cambridge, MA	37,700	23,100	19,100
Clark, MA	37		
Concord, MA	37,700	23,100	19,100
Dorchester, MA	37,700	23,100	19,100
Gloucester, MA	37,700	23,100	19,100
Hampden, MA	37,700	23,100	19,100
Hingham, MA	37,700	23,100	19,100
Leicester, MA	37,700	23,100	19,100
Malden, MA	37,700	23,100	19,100
Mattapa, MA	37,700	23,100	19,100
Methuen, MA	37,700	23,100	19,100
Middlebury, VT	37,700	23,100	19,100
Monroe, CT	37,700	23,100	19,100
Morris, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
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Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
Morrisville, VT	37,700	23,100	19,100
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## The Learning Society: Building the Virtual Library

By Bernard R. Gillard, Ph.D.  
Apple Computer, Inc.



When I received a letter dedicated to my library wing last month, I helped to mark the occasion by delivering a speech titled "Building the Virtual Library: What in the world, you may be wondering, is a 'virtual' library?"

A virtual library is the research library of tomorrow. It's an electronic network that will give faculty, students, and community members access to multiple information sources in all possible media—ideally by means of multifunctional workstations located anywhere on or off campus.

It will be a learning center where access in and delivery of information takes precedence over ownership of information.

It is a concept that makes the library as much a thing of the past. The virtual library will be judged not by the number of books and periodicals it houses, but by its ability to meet the learning and research needs of the communities it serves. It will meet these needs by providing access to electronic and print materials from many sources, near and far.

One reason for the shift in emphasis from ownership to access is purely practical. The traditional, physical library—even the most generously endowed library—simply cannot keep up with today's information explosion.

Information resources are proliferating at such an incredible rate that libraries have to deal not only with the huge numbers of publications now available, but also with the prospect of having to store and index ever-growing quantities of information.

Today we're learning at a rate that is unprecedented. We're dealing with the equivalent growth in a year of information, but also of technologies that gather, transmit, and transform information. And these technologies become smaller, faster, and cheaper every year.

I imagine that from the standpoint of librarians—the people we rely on to collect, organize, and preserve all of this information—these developments are both exhilarating and horrifying.

Let me put the information explosion in perspective. In the early fourteenth century, Europe's largest library, the Sorbonne Library in Paris, housed a grand total of 1,388 books. That's roughly the number of new book titles that are now published around the world every day. And that's only books! As a result, the world's great libraries are now doubling in size every 14 years.

In *The University: An Owner's Manual*, Henry Rosovsky discusses the growth of "new knowledge." Publication of scientific journals began in about 1665," he writes. "In 1800, there were about 100 journals; there were 1,000 by 1850, and some 10,000 by 1900. Currently there are close to 100,000 journals, and since the seventeenth century their number has doubled every 15 years."

The astonishing rate of new publication is a fact of life that scholars and librarians must contend with. And no single library can hope to gather up-to-date collections in every discipline. Fortunately, electronic retrieval and document-delivery systems are up and are running in some fields of knowledge, and under development in others.

Today I can sit in my office in California and use my Macintosh computer to access a database, such as the one operated by CARL (the Columbia Alliance of Research Libraries), to scan the contents of a huge number of periodicals—some 10,000 in all. I might look through recent issues of *Library Trends*, for example, to locate articles on tomorrow's library. I can use my mouse to select on the most relevant titles, and then go off in a meeting. By the time I return to my desk, the articles will have arrived by fax, or over the modem (in digitized form) directly into a computer file. I pay just a service charge and a copyright fee.

With the spread of CD-ROM technologies, the entire process will be even simpler. No one will have to process my order at the other end. I'll be able to select and receive articles on my research topic just about as easily as I now play pop tunes at the local diner.

In some disciplines, electronic databases—such as those created by the Research Libraries Group—have virtually erased the barriers of space and time from the research process. Using a personal computer, I can already search the *Union Catalog of Scholarly Periodicals in the Japanese Language*; to access information about any one of 40,000 Japanese journals. Or I can locate articles, for example, on superconductivity by a particular Russian scientist.

In the future, I'll multiply access information in a variety of formats. I can already look into the *Index and Search Record Index* in search for information about any of the Index's nine million sound recordings that predominate the LP. There will be a time when I will be able to listen to any of these recordings at my workstation, while the musical score or lyrics are displayed on the screen.

And in coming decades, researchers in Baltimore or Beijing or Beirut will be able to view artifacts from any major museum, in experience sound recordings and video footage from archives around the world, just by using the computer at their desks.

In time, faculty, students, and community members will be able to perform these research functions without ever setting foot in a library. So will our libraries be tomorrow's ghost towns? That's the question I'll address in my next column.

## Researchers Test 'Virtual Reality' in the Classroom

Continued From Preceding Page  
cepts by giving them concrete metaphors that can be manipulated in the computer.

For instance, William Brickner, principal scientist with the Human Interface Technology Laboratory at the University of Washington, is developing a virtual-reality universe in which the objects are controlled by algebraic, rather than physical, laws. Objects would ignore gravity, for example, but would react to an integer that was positive or negative. Students would move blocks around in the artificial universe, and those blocks could be aligned in various configurations, provided they did not violate the laws of algebra.

Its experiments make Rensselaer one of the few institutions in the country to attempt to use the technology with students in classes.

While many scholars are enthusiastic about the applications of virtual reality, few have access to virtual-reality systems. Much of the work that is being done with virtual reality is confined to research laboratories.

Many problems will have to be overcome before the technology can be used widely in the classroom, experts say. The equipment costs too much—hundreds of thousands of dollars for a top-of-the-line system—to permit widespread use. Hardware and software must be improved. And scholars need to develop new methods of pedagogy to take advantage of the nearly limitless possibilities offered by virtual reality.

Blocking Out Sensory Data

In addition, a debate over how complete the virtual-reality experience must be for students is continuing in the scholarly community. Some argue that the fundamental requirements of virtual reality—the ability to interact with others in

an artificially created world—can be obtained using standard computer equipment at a relatively modest cost.

Some people insist that the key to virtual reality lies in largely blocking outside sensory data received through the eyes and ears and flooding the user with sights and sounds created by the computer.

Most experimenters achieve that level of realism by using helmet-like devices like the one used at Rensselaer. The helmets contain two tiny television screens and stereo earphones.

One television screen is directly in front of each eye, blocking out views of the real world. The computer generates images of the engineered world that are slightly different for each eye, giving a three-dimensional effect, like an old-fashioned stereopticon.

Today's virtual-reality systems offer images that are mere car-

**Users manipulate a device to move about in the computer-generated world. They say moving through the artificial universe feels like "flying."**

toons, not at all like the high-quality images that can be seen on many computer screens.

Stereo sounds also are generated to block the pictures. Sensors in the user's head, altering the pictures as the head is moved. If the scene immediately shifts perspective. While the effect is startlingly realistic, it is not indistinguishable from reality. Users notice a momentary delay between moving their heads and seeing the scene move, as the computer rapidly calculates the new perspective. Researchers say this small delay can be very disconcerting over time, and is one of the major problems that must be overcome before

## Information Technology

the technology can become commonplace.

Users generally manipulate a device with their hands to move about in the computer-generated world. They say moving through the artificial universe feels like "flying."

The helmet, called a "head-mounted display," allows the user to be immersed entirely in the artificial world, but a similar effect can be obtained at a lower cost if the user stands in a sealed booth containing a computer monitor. With that type of system, the booth represents a cabin or cockpit, but the monitor represents a portable windshield. All of the systems have a goal of cutting the user off from other stimuli.

Good Software and Good Ideas

Many people argue that special booths and helmets are too expensive, cumbersome, and fragile to be used widely.

The benefits of an artificially created universe can be realized without using such equipment, says L. Michael Mosshell, an associate professor of computer science at the University of Central Florida. What is important, he says, is good software and good ideas that capture the imagination and allow the user to do things on a computer screen that are otherwise impossible. Mr. Mosshell is also director of the university's Institute for Simulation and Training.

Head-mounted displays, he says, are intrusive and expensive, starting at about \$5,000 each. They can also be rather unsettling for the user, who must adjust to seeing the world swoop around in its starts and stops. "Given the best head-mounted display systems make people barf if they wear them for very long," he explains.

Big Impact From Immersion

Mr. Brickner of the University of Washington acknowledges some of the flaws of head-mounted displays, but he argues that the problems will be corrected. Still looking at a computer monitor and



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## THE CHRONICLE OF HIGHER EDUCATION

# Section 2

April 22, 1992

## OPINION

## Reorienting Scientific and Technological Inquiry to Tackle the Global Crises Facing Humanity

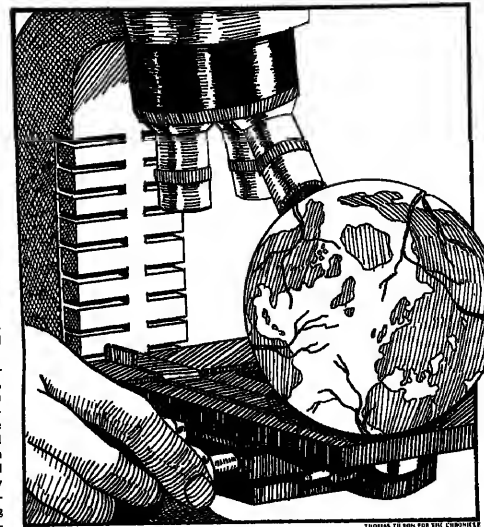
By George E. Brown, Jr.

MOST OF US assume that science and technology can solve many of society's problems. We tend to think of science and technology as benign and autonomous forces that are major contributors to what we call progress. We thus may believe that they can free us from the cycles of growth and decline that characterize the past. The reality may be much more complicated, however.

Technological innovation typically permits greater consumption and depletion of resources. Historically, this often has led to at least short-term misery and upheaval. We need to understand the causes and effects of technological innovation better and begin to think of science and technology in entirely different terms: not as mechanisms to increase our wealth and comfort through exploitation of material resources, but as the sources of innovation that can lead us to less consumption, less pollution, less depletion of resources, and lower rates of population growth.

The key element here may well be population growth. Many scientists, historians, and policy makers believe that population growth represents the fundamental challenge to humanity's capacity to achieve long-term environmental, economic, and cultural stability. It is true that population growth in the United States has stabilized at about 0.6 per cent a year, and many other industrialized nations have zero population growth. But in the developing world—containing three quarters of all human beings—population is growing at about 2 per cent a year. Global population doubles every 35 to 40 years.

Exponential growth of population triggers exponential growth in consumption of resources, in generation of waste products, in conflict and violence, and in disparities in economic status and quality of life among nations and among classes within nations. The globalization of economies, of communication, of migration, and of conflict assures us that we cannot long iso-



lation Oulf region. Iraq, with an economy weakened from low oil prices, burgeoning population, and a draining war with Iran, invaded Kuwait in August 1990 in an attempt to expand its oil resources and increase its leverage in controlling world oil prices. The United States, supported by most of the industrialized world, intervened to maintain stability in the world's oil supply.

The economic, demographic, and geo-

rather than ballistic-missile silos of the superpowers, may represent the new paradigm for conflict in the 21st century.

It is crucial, then, for us to see ourselves as part of a dynamic global system. But it is perhaps equally important to understand historical patterns of human development and to learn from the successes, mistakes, and patterns of the past.

A FEW MONTHS AGO I visited Mexico City, which has what is probably the greatest anthropological museum in the world. While at this museum, I learned about the succession of indigenous cultures that inhabited Mexico before the arrival of the Spanish armies. As knowledge and technology progressed in these indigenous cultures, their populations grew, hunting and agriculture intensified, and consumption of natural resources increased.

Civilizations that had grown and flourished for centuries declined rapidly when population growth exceeded their ability to increase productivity. The Mayan culture thrived for 600 years on the Yucatán Peninsula, until intensification of agricultural production—driven by population growth—led to an ecological decline that fueled

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## Solving Global Crises Will Require a New Definition of Progress

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the collapse of the Mayan state. In the highland valley of central Mexico, three major indigenous civilizations rose and fell over a period of 1,500 years. Anthropologists recognize that this progression displays a typical pattern: the decline of one culture as a result of environmental depletion, coupled with the obduracy of the succeeding culture to support a larger population through more advanced agricultural technology.

THE ANTHROPOLOGIST Marvin Harris has argued that population growth generates the ecological pressures that become the major incentives for technological development. As populations grow, these cultures that are technologically skilled can innovate their way out of depleted resources by increasing efficiency or exploiting new resources. The critical point made by Mr. Harris is that human history is dominated by repeated evolutionary cycles of this kind: population growth, resource depletion, and declining standards of living, followed, in many cases, by technological innovation that launches a new cycle of growth and depletion. This cyclical view of history asserts a Malthusian correlation between population growth and the inadequate supply and distribution of the resources necessary for a high quality of life. The social consequences of this correlation are poverty, hunger, and war. From this perspective, technology does not avert these consequences; it advances as a result of them.

It would be naive, therefore, to think that technological advance occurs spontaneously or is driven solely by the initiative of enlightened scientists. Most of the major technological innovations and many of the scientific breakthroughs of the past century would never have occurred without the incentives—both economic and political—created by war or the threat of war. Indeed, the tradition of generous federal support for research stems from the nuclear-weapons program of World War II, not from the great contributions of science to a more humane society.

It is easy to show that the idea of forward progress—the potential for infinite growth, for perpetual improvement in the quality of our lives—is parochial. Consider that the population of the industrialized nations of the world is projected to grow by about 150 million people in the next 30 years. Over this same period, the population of developing nations will increase by 2.3 billion. Thus, 95 per cent of all the human beings born over the next 30 years will benefit little from the progress that gives us, as Americans, such faith in the future.

OUR VISION OF PROGRESS does not offer a viable solution to the world's development problems, because the planet cannot provide the resources necessary to sustain in the style of the typical American citizen even the roughly 5.3 billion human beings now on earth. It has been estimated, for example, that if the entire world adopted the agricultural and industrial practices of the United States, known petroleum reserves would be depleted in just over a decade.

Recognizing the cycle of population growth, resource depletion, and technological innovation does not in any way imply that we must accept the inevitability of this cycle. In fact, by recognizing it, I believe that we are morally obliged to question its inevitability and to seek new trajectories of cultural development. This will

require a revolution not in science and technology, but in values. To accomplish this revolution in values, we must begin by stripping away the rhetoric that drives our science and technology agenda.

This rhetoric is exemplified by the debate over global change, which is mired in arguments about the magnitude of temperature changes and the validity of global-climate models. But the real debate over global change has nothing to do with whether global temperature will increase two degrees or three degrees or six degrees over the next 50 years. Certainly a temperature increase of several degrees over the next century could have disastrous global consequences, especially for the less resilient societies of the developing world. But the immediate challenge for science and technology must not be viewed as the need to reduce scientific uncertainty about climatic warming. This is a hollow ambition. It is too easy to support and too unlikely to bear fruit. The real debate is about whether we will continue the same pattern of population growth, resource consumption, environmental degradation, economic disparity, and armed conflict that has characterized human culture from its very beginnings.

The scientific community seems very reluctant to embrace the basic terms of this debate. Comfortable with data, but uncomfortable with the ethical and cultural implications of their inquiry, scientists debate what they perceive to be the substance and leave the value judgments to the politicians.

Scientific uncertainty has become an operational synonym for inaction on global environmental issues, and the debate over global change has thus become an impediment to action on a wide range of issues critical to our survival.

But we could act on these issues today. We could choose to focus our minds and our resources on increased flooding in Bangladesh right now, rather than on the possibility of a rise in sea level 50 years hence. We could focus on the growing deserts in the sub-Saharan now, rather than on possible climatic changes in the future.

The real challenge is to find ways to increase the quality of human life throughout the world right now. This path can be found only if we adopt a new philosophy of global progress in which the success of science and technology is judged strictly on our ability to move toward less consumption, less depletion of resources, and lower rates of population growth.

We know that the key to a lower rate of population growth is a higher quality of life, as measured by levels of health and nutrition, education and income, job opportunity and personal freedom. The problem is that we have generally improved these measures at the expense of our environment, and, too often, at the expense of our neighbors.

THE OPPORTUNITIES for implementing a new age in scientific inquiry and outreach have never been greater. We have the technological capability to link research centers in distant corners of the world, to share data and ideas and hypotheses instantly, to hold satellite-transmitted teleconferences between scientists and policy makers, to connect elementary- and secondary-school students with research scientists. In other words, we have the hardware necessary to launch a new era in innovative, interdisciplinary science and education.

The mass media have reported widely on the "crisis" in scientific research, as reflected in various controversies over indi-

rect costs, scientific misconduct, levels of support, and "big" versus "little" science. Perhaps this crisis, whatever its origins, can provide the motivation, or at least the instability, that will lead us to reconsider the proper role of scientific research as it is carried out in the United States.

Must science and technology continue to feed the historical cycle of more consumption, more waste, more economic disparity? Or can our research lead us out of that cycle and create a new trajectory for cultural evolution based on minimizing waste of energy and other materials and increasing consumption and enjoyment of non-material resources, such as music, literature, art, and scientific knowledge itself?

This should not be seen as a limitation on the breadth of scientific inquiry. On the contrary, I am advocating that scientists break the shackles on scientific pursuit that are imposed by our own flawed definition of progress. This definition has led scientists to the straitjacket of disciplinary specialization and an allegedly "rational detachment" from the ethical and moral problems facing the human species.

Pursuing the new definition of progress that I've outlined will require both individual and institutional change. It will require new measures for success, based not on the ability to publish a lot of papers and generate a lot of grants or patents, but on the ability to forge innovative, interdisciplinary approaches to global problems facing humanity.

Solutions to these problems may be found in the core of the earth or in the outer reaches of the solar system. But the wisdom—and the will—to seek these solutions can come only from within ourselves.

By Arthur J. Kropp

IT COMES AS NO SURPRISE to the academic community that new national research shows deep racial divisions among American youths. Many campuses are grappling with some sort of racial conflict every day—in controversies over admissions policies, in racially motivated hate incidents, even in clashes over the content of curriculum.

But "Democracy's Next Generation II: A Study of American Youth on Race," recently released by People For the American Way, a constitutional-liberties organization that I head, takes us beyond these incidents to explore the underlying dynamics of how young people think and feel about race—and why. In particular, the study shows how higher education can help lead the next generation out of this dangerous thicket of racial misunderstanding.

This challenge must rank as high for educators as does the task of preparing our youths to take a productive place in our national economy. Part of the long-standing mission of higher education has been to lift our society toward a better, more cohesive whole. If we abandon this communal goal, all of the individual successes in the world will not rescue America from a social unraveling that ultimately threatens the viability of all of our institutions.

The first step for educators is to understand the full complexity of young people's racial attitudes today. Our research focused on the "children of the civil rights era"—a cross section of young Americans of all races between the ages of 15 and 24. Although these young people have no personal memory of the civil-rights movement of the 1950's and 1960's, they have grown up in the crucible of change that it created, including the sweeping racial integration of schools and colleges across America.

Our study found that young people, direct costs, scientific misconduct, levels of support, and "big" versus "little" science. Perhaps this crisis, whatever its origins, can provide the motivation, or at least the instability, that will lead us to reconsider the proper role of scientific research as it is carried out in the United States.

## Colleges Must Find Ways to Eradicate Racial Divisions

thrusted forward by history, are pulling back out of economic fear. They are remarkably pessimistic about our nation's future and their ability to find good jobs and earn decent incomes—a pessimism that has risen significantly just in the two years since we inquired about it in an earlier study of youths and citizenship. Overwhelmingly, these young people see their lot in life as tougher than their parents' was.

In this context, it is not surprising to find

"White youths' views on many tough racial issues tend not to be grounded in personal experience. Many whites vent anger at affirmative action as an abstract notion, while relatively few seem able to cite solid evidence that it has affected them personally."

that self-interest often drowns out concern about our nation's progress toward full social equality. A plurality of young whites, for example, now believes that whites are more likely to "lose out" on scholarships, jobs, and promotions under the status quo than are minorities. "I'm going to be going to college soon, and I don't want to be turned down because I'm white," one 16-year-old girl said worriedly.

Young blacks are looking at the same social and economic picture and seeing something very different. By and large, they continue to support the principle of affirmative action, especially in college admissions, because they know that discrimination against minorities continues to

plague our society. "Because whites have had an advantage and the upper hand on things for so many years," comments one black high-school graduate. "I think it's a very good idea to have financial aid and special considerations given to the minorities."

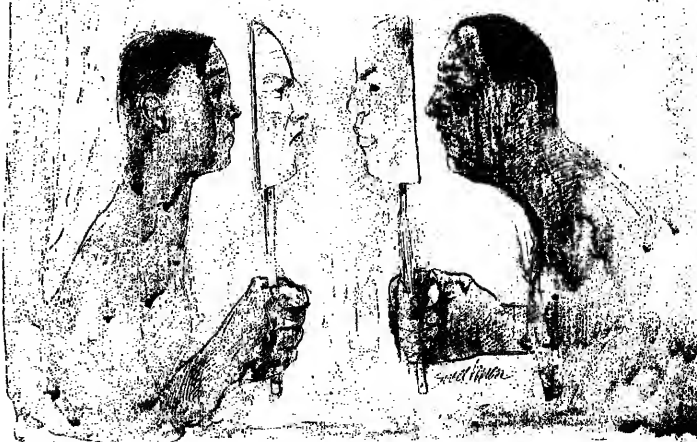
What creates this "perception gap" between young blacks and whites? Interestingly, we found that white youths' views on many tough racial issues tend not to be

the rift in race relations. Young people of all races view education, along with hard work and a fair chance to succeed, as the universal formula for success in our society. Since education is seen as the key to social mobility, young whites are willing to extend this help to black and Hispanic students in such forms as increased minority scholarships and increased integration of educational settings. The broad consensus behind increased educational opportunity breaks down, predictably, on the thorny issue of minority-enrollment preferences. But this area of disagreement does not nullify youths' remarkable vote of confidence in education as our great social equalizer.

BUT OUR FINDINGS also tell us that educators must do more than simply open their doors to more minority students. As young people pass through their college years, their attitudes on racial issues harden. Simply providing an integrated setting is not sufficient to promote mutual respect, as we saw when a focus group of white college students—all attending integrated institutions—expressed more bigotry toward blacks than did non-college-educated whites. Conversely, we found some of the deepest signs of alienation and despair among black youths who had completed college.

Consider these disturbing facts: A plurality of white youths now in college or who have completed college and two-thirds of their black counterparts say race relations are "generally bad." Even more telling, college-educated blacks are significantly more likely than other young blacks to say that blacks "feel uneasy" in dealing with whites. College-educated blacks are less likely to say that they socialize with whites than are non-college blacks.

What's needed now is a fresh and continued on following page



DAVID GREENHALL FOR THE CHRONICLE

## MÉLANGÉ

### A Woman's Panacea or Her Poison; Linguistics; Baseball as a Bastion Against Hypermodernism

I HAVE ALWAYS IMAGINED that it was a macho journalist in the late 1950s—sleeves rolled up, eyes squinting through the smoke of the cigarette dangling from the corner of his mouth, two index fingers producing a machine gun rattle on the Remington—who, while writing some pithy piece on oral contraceptives, decided to capitalize the word *pill* and thus inadvertently converted this pedestrian generic term into a powerful four-letter word. Since then, the *Pill* has been equated to everything from a woman's panacea to her poison.

—Carl Djerassi, professor of chemistry at Stanford University and co-inventor of the birth-control pill, in *The Pill*, Pygmy Climpas, and Degas' Horse, published by BasicBooks

TO ITS CREDIT as a human endeavor, the science of linguistics has maintained through its generations a certain wild indifference about its ambitions. Only a stubborn linguist—an especially myopic one—can avoid the temptation to look up from the voluminous tabulations of syntax and phonemics for an occasional glance into the heart of human nature, much the way astro-

nomers look through the silica lens at the origins of time. Linguistics and astronomy constitute as unlikely sisterhood, for they are both constrained to be more observational than experimental—as astronomy because its subjects are too distant to be experimented on, and linguistics because its subjects are too human.

No longer are children impressed from the crib to serve as guinea pigs. But the revelations about how we acquire language still come from children: wild children, who have grown up with beasts as their only companions; abused or neglected children whose family histories replicate the isolation in the shepherd's hut, sometimes with far more attendant horror. The cases are exceedingly rare and mostly fleeting. They become the property of whichever researcher is fortunate enough to be present at whichever dark hour.

—Rusya Rymer, *Journalist*, in *The April 13 Issue of The New Yorker*

BASEBALL with its love of records and statistics, its broadly based and highly tiered organization, has perhaps more focal force than any other

single institution in this country. It is a real bastion against the hypermodern hordes. While it too suffers from hyperactive attacks and hyperreal attrition, it remains a realm of real celebration. If we are equal to its commanding presence, we will act sensibly and vigorously to restrain hypermodernism.

More needs to be done, of course. Not only do we have to maintain and build more ballparks and playing fields; we must also preserve and clear central spaces in our cities for other sports, for concerts, museums, academies, for dancing, for painting and sculpture. We should honor and practice the great things that we know well and are confident of, tennis and gymnastics, baroque music and jazz, Rembrandt and Henry Moore.

But who knows what kinds of celebration will arise and what? Postmodern realism is not an ideology of platforms and programs but a matter of flexibility and cooperation.

—Albert Borgmann, chair of the philosophy department at the University of Montana, in *Crossing the Postmodern Divide*, published by the University of Chicago Press

CHRONICLE



## Letters to the Editor

Continued From Preceding Page  
way the psychological aspects of religious or spiritual experiences. Over the years doctoral dissertations in our department have been written on such topics as charismatic Christian spiritual healing in a traditional and contemporary social context; adult disillusionment with religion, marriage, or a career; the relationship of values, attitudes, and mental health; the psychological structures of transcendental, yoga, and Ignatian meditation, etc. A current dissertation deals with the experience of the sacred in subjects' lives. When one starts with descriptions of experience, it is not necessary to exclude these topics or to reduce them to something else.

In Sublun's article the field of clinical psychology was singled out for not requiring students to learn about the role of religion in people's lives. We are fortunate to have at Duquesne University an Institute of Transcendental Spirituality where current religious and spiritual traditions are studied. Our Ph.D. students in clinical psychology are required to take one course in the institute or in the philosophy department in order to broaden their understanding of the place of spirituality and tradition in people's lives.

One other development . . . is an international, interdisciplinary project on Cultural Heritage and Contemporary Life sponsored by the Council for Research in Values and Philosophy in Washington. In this project, teams of scholars in Africa, Asia, Europe, North America, Central and Eastern Europe, and Latin America have been articulating the values of their own cultures and their confrontation with contemporary values. . . . Psychologists, other social scientists, and philosophers from different cultures have been researching . . . topics together in the hope of coming to some agreement on the shared values that will be necessary for the 21st century.

As the concept of multiculturalism grows in importance, I expect the interest in religion and spirituality to grow as well. I am grateful to Robert Solod for encouraging psychologists to become more involved in these

topics, which are central to so many people's lives.

RICHAUD T. KNOWLES  
Chair and Professor of Psychology  
Duquesne University  
Pittsburgh

### TO THE EDITOR:

Robert N. Solod would have us give religion its appropriate place of honor among the spiritual pursuits and not to refer to people as "zealots" or "fanatics." I am deeply committed to the teaching of comparative religion mainly because the world is currently as dangerous a place as we have seen over the past 4,000 years, since Abraham walked out of the Chaldean Desert. We are in an apocalyptic moment of the Millennium where at least three major religions



CHRISTOPHER VORLEY

honor groups who believe that the time has come for the world to be destroyed by fire, since it has once been destroyed by flood. In an age of advanced thermonuclear technology, we have finally come to a moment when the world possesses the capability to destroy itself—all in the name of God. From Jericho and AI, to Islam's spread and the Crusades, "spiritual" people have been making war in the name of the Lord. Now, again the Aztecs and the Aztecs kill each other, as do the Serbians and the Croats, the Muslims and the Hindus; the Pope speaks of Christian Europe; and missiles fly

over Jerusalem, where spears were tumbled of what Professor Solod calls "deep spirituality." In any case, it should be studied, but it is a frightening development.

SOL GUTTMAN  
Professor of Jewish Studies  
Yeshiva University  
New York, N.Y.

### TO THE EDITOR:

That God (if you'll pardon the expression) we are beginning to open up the subject of religion and spirituality as a respectable area of intellectual interest in the American university. The recent "Point of View" article by Robert N. Solod is a long-overdue reaction to the sad and harmful state of affairs in the education of our leaders and teachers, and the educated population in general.

The time is right, now. And let us move the discussion another step and into public view. It seems clear that the American people harbor ambivalence, if not negative, attitudes concerning the place of the university in society. As one of the educated persons outside academia that Solod mentions, I suggest we make this issue an occasion of national awareness to once again bring the university into public life, and demonstrate its relevance to the world at large. It couldn't hurt—or could it?

BLAISE C. MAZZELLA  
Vice-President  
Red Bullion Home Services, Inc.  
Arlington, Va.

## Financial support for graduate students

TO THE EDITOR:  
Rarely have I seen such a sad and ultimately dishonest study as that of Frank L. Morris comparing support for international students with support for American minority students. "Foreign Students Said to Get Aid Preference Over U.S. Minorities," March 11.

In most graduate programs virtually no international students will enroll absent institutional support; they are normally not eligible for any external support, particularly need-based aid, and either cannot or will not pay the very heavy tuition and fees that they inevitably face at both private and public universities. In contrast, minority students—like American majority students—can often get external support aid, at public institutions, face dramatically lower in-state charges.

What is remarkable about Morris's study is that the proportion of international students without institutional support is as high as it is. I am surprised to many international students find the resources to pay for an American graduate education.

Morris's charges are particularly troubling because, first, they try to capitalize on the growing isolationism, even racist (i.e., anti-Asian) attitudes increasingly visible in American public debate and, second, they misrepresent the challenges we face in doctoral education. The real tragedy in the extraordinary failure to attract American students of any hue to graduate school—in some fields there are only a minority of Americans among doctoral candidates—compounded by the failure to prepare and attract minority students to post-baccalaureate education. And that flows in part from the failure to improve college attendance and completion rates for black and Hispanic students, particularly males.

The high proportion of international students in many doctoral fields ought to be a cause for deep concern



THE CHRONICLE OF HIGHER EDUCATION

"He may be a genius but he sure can't write."

because of what it says about undergraduate education and society's priorities. But Morris's charges misrepresent the issues and misdirect public discussion. FRANK V. CARLSEN, Jr.  
Director of Graduate Studies in Economics  
University of Connecticut  
Storrs, Conn.

### TO THE EDITOR:

Debra E. Blum's article . . . was a timely piece on an issue that deserves greater scrutiny.

Although we have been writing about this issue for some time, most graduate deans have attempted to explain why minority students are served so poorly through the graduate-school financial-aid process by giving one or all of the following responses: (1) they cannot find qualified, minority, graduate-student applicants; (2) minority students are clustered in disciplines (education, the humanities, the social sciences) other than science and engineering, which most foreign students study; or (3) minority students in U.S. citizenship qualify for federal loans, whereas foreign students do not.

We here at the National Consortium for Graduate Degrees for Minorities in Engineering and Science (the NCMEES) take issue with all of the above. Our experiences over 15 years show an excellent pool of qualified students available who would welcome the opportunity to attend graduate school. The limiting factor is graduate financial aid. This past year NCMEES's recruiting process produced over 600 minority engineering and science applicants with 3.0 GPA's or better (average GPA was 3.4) who were looking for opportunities to attend graduate school. Most of these students cannot find funding through the graduate schools that they would like to attend. If they were foreign student applicants, many of them would be funded.

On the last issue, where the argument centers on foreign students' not being eligible for federal loans (a case also made in Ms. Blum's article by Jules B. LaFollette, president of the Council on Graduate Schools), we at NCMEES ask: "Why should minority students or any American citizen need to take a loan while foreign students are given aid in the form of an assistantship through the university that does not have to be repaid?" Not only does this leave the American citizen with a loan repayment that foreign students don't have, but the assistantship form of funding is more conducive to completion of the doctorate. In addition, students studying

on university-based assistantships are placed in closer contact with the department and thus have greater access to the university resources (lab or graduate students, equipment, study space, mentoring, limited research, dissertation topic, etc.) necessary for completion of the doctorate in an efficient and timely fashion.

If the U.S. Department of Education can declare race-specific aid a system that favors foreign students who get all of the funding in the home country and the overwhelming share of all funding in the United States.

HOWARD G. ADAMS  
Executive Director of National Consortium for Graduate Degrees for Minorities in Engineering and Science  
New York, N.Y.

## Minority recruiting helps combat racism

TO THE EDITOR:  
An incident involving two white and two minority students last winter would illustrate why administration should try to achieve as representative a mix of ethnic groups among their students as they can.

College A, located in a remote mountain valley, ranks last or close to last among the state's four-year colleges in percentages of Native American, black, Asian, Hispanic, and foreign students, according to a report in *The Chronicle* ("College Enrollment by Race and Ethnic Group," March 18).

College B, located in the state's largest city, ranks No. 1 in all categories mentioned above, except for enrollment of Native Americans. College A's small town for a conference game. During the contest, many were directed at the minority students by a few local students.

The event was reported to the press by a spectator and was a considerable embarrassment to the college, as well as a serious assault on the players who were only at the game.

Students can learn to understand those from other ethnic groups who attend classes together, work in

labs, eat in a common dining hall, reside in dormitories, etc. College administrators can help by deliberately recruiting minority students to achieve such a mix.

ROBERT H. LYON  
Retired Professor of Speech Communication  
Rocky Mountain College  
Billings, Mont.

## Publisher defunds permissions fees

TO THE EDITOR:  
In citing a \$500 permission fee requested by the University of Georgia Press for an essay in one of its books ("Fair Use" questions plague copyright law," Letters to the Editor, March 18), Sharon Scholl left out some details that, in fairness to us, deserve mention.

First, our standard permission fee—which has not changed in about 15 years and which applied to Professor Scholl's request—was just 5 cents per page, per copy, half of which would have gone to the author of the essay. Second, of the seven examples of publishers' allegedly excessive permission fees that Professor Scholl offers, she neglects to mention the length only of the University of Georgia Press essay. It is 26 pages long, by far the longest of the excerpts she cites. In addition, Professor Scholl was not asked to pay the entire \$500 at once, as one might infer from her letter, but was asked to pay for only the actual usage per year, over five years. Finally, Professor Scholl emphasizes that her permission would expire after 400 copies. Speaking for my press, that is a figure she herself suggested, not a limit we routinely impose.

Publishers are not in the permission business; they are in the book-publishing business. Every request for permission to excerpt a lengthy passage or chapter from a book might be viewed as a lost sale of that book. This is particularly true of essay collections, in the instances where a professor might want to use only one or two from a volume for a class reading packet.

The essay for which Professor Scholl contacted us for reprint permission is a very good one, but so are the others in that volume, and our commitment is equal to all of them. I know of no publisher who publishes an essay collection on the basis of the permissions fees they stood to make from it. Permissions may be a lucrative source of secondary income for some; for us they are basically a service we feel obliged to offer. And, given some of the eminent writers whose works Professor Scholl wishes to excerpt, it is odd that she failed to speculate about the hand they, or their estates, might have had in setting permissions terms.

I think there is a grain of truth in Professor Scholl's statement that "in this country you really are not permitted to have free access to ideas; you can have only those who are willing or able to pay to access." But, to whatever extent publishers might overcharge for permissions fees, they would not be somehow limiting access to ideas but to particular expressions of ideas. That is an important distinction that Professor Scholl fails to make, perhaps because it undermines her proclamation.

Further, I think that Professor Scholl's proof of her statement about free access to ideas—her personal experience—is weak. She set up very narrow criteria—a specific selection of reading material for a specific group of people in a certain time in a certain place—and, on the basis that things did not work out to her expectations, broadly condemns publishers as some kind of economic censors. Or, perhaps, it is that publishers are guilty of colluding to strew kindred knowledge and ideas throughout vast different books in order to boost overall sales?

As an employee of a university press, I cannot abide it all Professor Scholl's statement about the "good of publishers" (something also stated or implied in the two otherwise more informative letters that appeared along with hers). Scholarship

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publishing is overwhelmingly driven by editorial, not marketing, concerns. When a university press rejects a book on economic grounds, it is rarely for concerns about unprofitability, but must likely because cash-flow problems prevent coverage of the book's initial costs. At a time when so many university presses are in serious trouble, hirsute, uninformed statements about greed are inappropriate.

Professor Scholl's letter is especially ironic to me in light of the fact that my press published in fall 1991 *The Nature of Copyright: A Law of Users' Rights*, by L. Ray Patterson and Stanley W. Lindberg. . . . The book argues for a sweeping wider interpretation of fair use than now exists. Almost every page says something that should have academics and librarians running through their halls in glee. Yet, despite our best efforts to spread the word about this book, its acceptance has been only moderate.

As a publisher, we have stuck our neck out for scholars, librarians, anyone who looks over their shoulder when they photocopy a few pages from a book. While we have not yet had our head chopped off, neither has our head been shaken nearly enough.

DAVID E. DES JARDINS  
The University of Georgia Press  
Athens, Ga.

## Treatment of statistics in NCAA study criticized

TO THE EDITOR:

Your article on the National Collegiate Athletic Association report on gender differences in athletic funding ("Men Get 70% of Money Available for Athletic Scholarships at Colleges That Play Big-Time Sports, New Study Finds," March 18) takes a rather unsophisticated view of statistics. Your article, including outraged comments about women on campus, actually shows that women make up 30.9 percent of the athletes and get 30.5 percent of the scholarships. Most of the figures reported did not make sense in adjustment for the fact that there are more men (twice as many male athletes as female). It is true that they get less than 30 percent of athletic operating expenses, recruiting expenses, and coaching salaries. However, since there is no women's football team, those costs should be subtracted from the men's figures. Those costs are among the most expensive of any sport (and they probably produce the most revenue of any sport).

It seems clear that some women want income produced by certain men's sports to subsidize women's sports. I am not sure if this is just male's sport or if it is just male's audience via bookstores. It is their support, primarily, which allows us to continue to publish and to keep the titles in the series in print and women's sports would be to get more women students to go out for sports. I think that a case could also be made for increasing salaries for women's sports, but it is hard to say where the costs do not generate them from ticket sales or TV.

RICHAUD C. EVENSON  
Associate Professor of Psychiatry  
University of Missouri at Columbia  
School of Medicine  
St. Louis

## Classic literature for general readers

TO THE EDITOR:

We appreciate Charles R. Larson's recommendation of the authoritative texts of American classics



THE CHRONICLE OF HIGHER EDUCATION

"It's hard to believe that a little less than four years ago, most of you were murching across campus, 15 abreast, shouting in unison, 'Hey, hey, ho, ho, allium exams must gunt!'"

published by The Library of America, especially for graduate courses ("Book Buying: A Luxury for the Rich?" Point of View, March 11). And we agree and sympathize with his general points about the rising cost of books for the educational market.

But he misses the mark when he suggests that The Library of America series somehow fails in its objective to make "classic works easily available in affordable editions" to "general readers. In fact, "general readers"

health. I have come up against this issue several times. It was the information presented by Elizabeth Whelan, director of the American Council on Science and Health, who claimed that occupational and industrial carcinogens account for only 1 per cent of all cancers, followed by her statement of justification that "I am an epidemiologist. When I know is not an opinion. It's a fact," that prompted me to write. Surely Ms. Whelan has never spoken with families who have been affected en masse by these pollutants or she would begin to question the framework of her investigation.

To put it simply, epidemiology is derived from an infectious-disease model, either biological or genetic. Environmental hazards do not fall into this category. Therefore, the use of epidemiology in the study of environmental health is invalid, sort of like trying to pick up ice cubes with a toothpick. Once in a great while there will be an abhorse just the right size to pick up the ice cube, but most of the time trying to form such a relationship will fail.

If scientific inquiry stems from objective examination, then shouldn't that objective discovery process also include questioning the validity of using the epidemiological framework as well?

Try telling Ms. Mozetta Welch of Gainesville, Fla., a woman whose home of 40 years sits on a local industrial site, that the death of her two children from lupus, her husband's removal from cancer, the brain tumor of over 25 of the 40 residents on that block, were simply a biological accident. I doubt you will be very persuasive.

LEZETTE TUCKER  
Coordinator of Environmental Programs  
Vanderbilt University  
Nashville

Associate Publisher  
The Library of America  
New York City

## Is cancer caused by the environment?

TO THE EDITOR:

I read with interest the article by Stephen Bard on the issue of considering cancer as an environmental disease ("Scientists Ask: Should War on Cancer Be Re-Focused on Environmental Causes?" March 11). As the director of a program that provides technical assistance to communities that are battling with industry and government to protect their environment and the quality of their

health, I have come up against this issue several times. It was the information presented by Elizabeth Whelan, director of the American Council on Science and Health, who claimed that occupational and industrial carcinogens account for only 1 per cent of all cancers, followed by her statement of justification that "I am an epidemiologist. When I know is not an opinion. It's a fact," that prompted me to write. Surely Ms. Whelan has never spoken with families who have been affected en masse by these pollutants or she would begin to question the framework of her investigation.

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LEZETTE TUCKER  
Coordinator of Environmental Programs  
Vanderbilt University  
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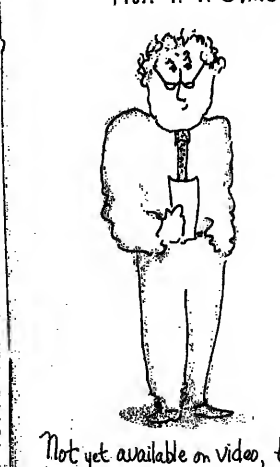
The large volume of letters to the editor of *The Chronicle* prompts this question: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be considered for publication by the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



THE CHRONICLE OF HIGHER EDUCATION

"I'd like to stay here, but the faculty traded me to Merwin U."

Prof. T. P. Sims



THE CHRONICLE OF HIGHER EDUCATION

Not yet available on video, thank goodness.















## FACULTY OPENINGS

TENURE TRACK  
STARTING SEPTEMBER, 1992

Brookdale Community College is an innovative and comprehensive — open admissions — two year college with an enrollment of approximately 11,000 credit students (approx. 7,300 FTI and 3,700 non-credit). The campus is located in an attractive rural area of Monmouth County, New Jersey, approximately 50 miles south of New York City. The following are available tenure track faculty positions.

## WRITING

Master's degree in English or English Education required, with an emphasis on Writing. Experience teaching both college level and developmental writing preferred.

## READING

Master's degree in Reading. Experience teaching Basic Skills at the college level preferred.

## HISTORY

Master's degree in History is required. The ability to teach World Civilization, American Civilization and one of Afro-American, African or Puerto Rican history preferred.

## PSYCHOLOGY

Master's degree in Psychology is required. Experience teaching general psychology and quantitative methods courses using computer applications of experimental and statistical methods preferred.

## MATHEMATICS

Master's degree in mathematics is required. Community college teaching experience and experience with computer is preferred. Position will require some developmental teaching.

## COMPUTER SCIENCE

Master's in Computer Science required. Must have ability to teach the following application programs: Lotus, dBase, PFS First Choice; preferred program languages are Cobol, Pascal, Basic, Fortran, Assembly, C; Language operating systems: MS DOS, Unix, OS/2.

## CHEMISTRY

Master's degree in Chemistry required. Background in Marine Chemistry preferred.

## BIOLOGY

Master's degree in Biology required. Background in Microbiology, Parasitology and Anatomy and Physiology preferred.

All above positions are Instructor Level. Base salary 1991-92 Academic year was \$25,487.

## NURSING (\$35,000s)

Two of these positions will be at the Instructor level and one will be at the Assistant Professor level. Salary Range for Assistant Professor 1991-92 is \$27,151 to \$47,632.

A Master's degree in Adult Health and clinical experience in Medical/Surgical Nursing is desirable for two positions. For the first position, a Master's degree in Pediatric and clinical experience in Pediatric Nursing is desirable.

\*1992-93 salary is presently under negotiation.

Experience teaching in a community college is preferred. Submit applications by May 28, 1992, stating position applied for, to Personnel Services, Dept. PAC-022, BROOKDALE COMMUNITY COLLEGE, Newman Springs Road, Lincroft, NJ 07738.

An Equal Opportunity/Affirmative Action Employer

Once Service Search Respondent, Career Services is seeking individuals for the following positions: The Career Specialist is responsible for the development and implementation of career planning, counseling and individualized career development services. The Career Specialist is also responsible for the development and implementation of career planning, counseling and individualized career development services. The Career Specialist is also responsible for the development and implementation of career planning, counseling and individualized career development services.

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FACULTY  
POSITIONS

ECONOMICS INSTR/ENGLISH INSTR. Rank: Instr. or Asst. Prof. Master's degree required. Economics instructor with broad background in the social sciences will be expected to teach both Macroeconomics and Microeconomics. English instructor with background in Literature, Public Speaking, and/or Fine Arts would be a plus.

ELECTRICAL CONST. and MAINT. INSTR./REFRIGERATION and AIR CONDITIONING. Rank: Instr. or Asst. Prof. A minimum of 5 years of relevant trade experience is required. Candidates with a Bachelor's degree and previous teaching experience would be preferred. Both instructors will be expected to teach a comprehensive skills-oriented program in all aspects of their trade including mathematics, Refrigeration and Air Conditioning Instr. with expertise in heating, desirable. Electrical Construction will include electrical theory, the National Electric Code, and blueprint reading. Experience in industrial control systems is highly desirable.

Closing date: May 18, 1992. Salary ranges: \$23,000-\$28,000. The college intends to fund these positions through the underrepresented faculty initiative of the State University system. The campus is especially interested in improving the role model for our female and minority students and encourage women and persons of color to give these vacancies serious consideration. To apply for each position: send a letter of application, resume, and a list of three references to: Larry Mills, Director of Human Resources, SUNY College of Technology, Delhi, New York 13753.

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LYNCHBURG  
COLLEGE  
IN VIRGINIA

Special Education Position. The School of Education and Human Development seeks applications for a tenure-track position in Special Education, beginning August 1, 1992. Rank: Assistant or Associate Professor. Qualified applicants will have an earned doctorate in special education, instructional experience with students with disabilities, interest in curriculum development and program improvement, and scholarly achievement or demonstrated potential for achievement in one or more of the following: research, collaborative efforts with general education, language development, and academic curriculum and methodology.

Lynchburg College offers both undergraduate and graduate programs leading to teacher certification and master's degree sequences in many areas, including Learning and Behavior (LBD), Special Education, and Early Childhood Special Education. The College values good teaching, commitment to students, and professional or scholarly interests. Salary and benefits are competitive. Review of candidates will begin in late April or early May at an appointment. Please send a vita and references to: Dr. Ed Polloway, Chair, Search Committee, School of Education and Human Development, Lynchburg College, 1601 Lakeside Drive, Lynchburg, VA 24501-3109.

Lynchburg College is a private, coeducational, liberal arts institution of 3,300 undergraduates and graduate students, affiliated with the Christian Church (Disciples of Christ), a liberal Protestant denomination. Lynchburg is a metropolitan community of 150,000 persons located near the Blue Ridge Mountains, 30 miles south of Washington, DC. The city has a diversified economic base, excellent public schools, a mild climate, and many opportunities for recreation. Five colleges enhance its cultural life.

Lynchburg College strongly encourages applications from women and members of minority groups.

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## UNIVERSITY OF GUAM

The University of Guam solicits applications to establish a list of eligibles for the following tenure or non-tenure track, full-time position (one-, two-, or three-year appointment):

## INSTRUCTOR TO ASSOCIATE PROFESSOR (COUNSELOR)

Education Background: Master's degree in Counseling or closely related field with teaching service in Guam, U.S. accredited college or university and 1-3 years' experience. Doctorate degree in Counseling or related field is preferred.

Instructions: \$31,152-\$46,371 per Academic Year. Assistant Professor: \$33,634-\$49,770 per Academic Year. Associate Professor: \$36,229-\$53,144 per Academic Year. Salary will be commensurate with qualifications and experience. Completed application forms, up-to-date resume or curriculum vitae, official graduate degree transcripts (sent directly from awarding institution), unofficial copies of undergraduate degree transcripts, three confidential letters of recommendation sent directly from persons recommending or placing them should be sent to: University of Guam, Attn: Mr. Arturo, C-2 Chair, Instructor to Associate Professor (Counselor) Search Committee, c/o Personnel Services, UOG Systems, Mangro, Guam 96923. Application Deadline: May 29, 1992. For more information, call Personnel Services at (671) 734-9109 or 734-9635, or call Dr. John Rider toll free 1-800-821-9233. EEO/AAE.

University of Guam is an Equal Opportunity, Affirmative Action Employer and, in this spirit welcomes inquiries from all qualified persons, including women and minorities.

EXTENDED SEARCH  
Southern Illinois University  
at CarbondaleCollege of Education  
Department of Vocational  
Education Studies

Applications and nominations are invited for a Visiting Assistant Professor position to begin August 1, 1992. The position serves in the delivery of the new Baccalaureate Degree Program in Vocational Education Studies at the Great Lakes Naval Training Center, Great Lakes, Illinois.

Applicants having doctorate in vocational education, training and development or appropriate instructional services degree specialties are preferred. Applicants having doctorate in closely related fields with undergraduate or graduate courses in vocational education or training and development are also acceptable. ABOs will be considered, but at the rank of Lecturer. Additional applicant requirements include: teaching experience, successful technical training experiences, and experiences in college teaching, student recruitment and maintenance, and coordination and delivery of vocational or education training and development programs.

Application Deadline: June 1, 1992.

Applicants should mail a letter of application, a curriculum vitae, and copies of three letters of recommendation. Application material and requests for complete position announcement should be directed to: Dr. John S. Washburn, Chair, SUC Department of Vocational Education Studies, Pullman Hall, Room 212, Carbondale, IL 62901.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

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HAWAII PACIFIC UNIVERSITY  
ALEXANDER & BALDWIN, Inc.  
CHAIR IN BUSINESS

Hawaii Pacific University, one of America's fastest growing independent universities, announces the search for the second recipient of the Alexander & Baldwin, Inc. Distinguished Professor of Business. The Chair, established in 1991 by one of America's oldest corporations, will be redesignated for the 1993-1994 academic year.

The University enrolls over 6,400 full- and part-time students in 3 graduate programs and in undergraduate programs with 30 majors. The M.B.A. program is the largest in the state and is experiencing rapid growth.

Since it is the intention of the donor to enhance the existing instruction at Hawaii Pacific University, preference will be given to a new faculty member in business who brings needed teaching skills to the School of Business Administration. The faculty member holding the Chair must have earned Ph.D. or D.B.A. in business administration, or one of its allied fields, including computer science, finance, economics, marketing, or accounting.

Candidates may apply directly to the Graduate Dean by submitting a current vita and a letter supporting the application for the Chair. Supporting documents may be included listing education, professional accomplishments, evidence of teaching excellence and publications.

Candidates may also be nominated by other faculty members, administrators, or members of the business community.

The holder of the Chair may, from time to time, be asked to represent the University before business, civic, academic, and other public groups. The holder is expected to participate in all relevant University and departmental activities and to demonstrate continued excellence as an educator. The expected teaching load is negotiable, but would likely include at least three courses a semester.

Salary range: Negotiable, based on experience.

Applications and nominations are due by July 1, 1992 and should be sent to:

Dr. Warren Woe  
Dean for Graduate Studies  
Hawaii Pacific University  
1164 Bishop Street, Suite 123  
Honolulu, Hawaii 96813

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**GEORGETOWN UNIVERSITY • DC CENTER**

**ASSISTANT DIRECTOR  
FOR STUDENT SERVICES**

**New Position**

Georgetown University Law Center is seeking an Assistant Director for Student Services to oversee on-campus housing. Located a few blocks from the U.S. Capitol, the Law Center attracts students from over 250 colleges and universities including many foreign institutions. One of the largest law schools in the country, our community is both culturally and racially diverse, with substantial evening and graduate programs.

The Law Center will complete its Student Center by the fall of 1992 and for the first time will offer on-campus housing to 300 students. We are seeking an individual experienced in the student housing field, and would be particularly interested in candidates with experience in professional or graduate school housing.

The Office of Student Services is responsible for promoting an environment that creates a sense of community among the diverse groups represented in the Law Center student body, staff and faculty. Its programs and services are to enhance the academic mission of the Law Center by providing opportunities for leadership development and creative intellectual growth.

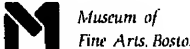
Duties include: management and administration of Student Center with approximately 100 students; selection, training, supervision and evaluation of staff; planning and coordination of housing; interpretation and enforcement of law center rules; managing budget; supervising, personnel and disciplinary counseling; advising and student development; coordination of building services including mail room, computer, support room and exercise facility; and ensuring a living environment conducive to academic pursuits, social interaction and student development.

The position requires a Master's degree in Student Personnel, Higher Education or related field with a minimum of four years' housing management and supervisory experience. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Resume, salary requirements and references should be sent no later than May 8 to:

Assistant Dean Everett Bellamy  
Georgetown University Law Center  
500 New Jersey Ave.  
Washington, DC 20001

Georgetown University is an Affirmative Action, Equal Opportunity Employer.



**Museum of  
Fine Arts, Boston**

**Director of Annual Giving  
School of the Museum of Fine Arts,  
Boston**

The chosen candidate will be responsible for the management of the Annual Fund and special donor fundraising. Qualified applicants must have at least five years' effective experience in fundraising with knowledge of education or education administration. Strong familiarity with fine and contemporary arts a plus.

Please send resumes to: Sandra Matthews, Employment Manager, Museum of Fine Arts, 465 Huntington Ave., Boston, MA 02115, SOE.

Leadership Assistant Professor of Leadership Studies, New York University, New York, NY. This position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Leadership Assistant Professor of Leadership Studies, New York University, New York, NY. This position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Leadership Assistant Professor of Leadership Studies, New York University, New York, NY. This position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

## HOBART AND WILLIAM SMITH COLLEGES

### Director of Corporate, Foundation and Government Relations

Hobart College, for men, and William Smith College, for women, are seeking a Director of Corporate, Foundation and Government Relations. These highly selective liberal arts colleges with a combined student body of 1,800 students are seeking a Director of Corporate, Foundation and Government Relations. The position is responsible for planning and executing a major fund-raising campaign. The College seeks an imaginative and energetic development professional who will work closely with corporate and foundation executives and with the College community. The Director works closely with the President, Provost, Dean and faculty and must be a Director of Development.

Responsibilities include identifying, researching, cultivating and soliciting foundations and corporations; initiating proposals; establishing and managing fund-raising goals; and managing the Corporate and Foundation Office.

Qualifications include a bachelor's degree, at least 3 years' experience in fund raising or related field, demonstrated experience in proposal writing. Previous work required. Background in science desirable.

Send curriculum vitae, with a letter explaining your interest in this position and ways in which your current position and past experience relate to a résumé and the names of three references by May 6, 1992 to:

Mrs. Sarah B. Vancey  
Chair of the Search Committee  
Alumni House  
Hobart and William Smith Colleges  
Geneva, New York 14456-3097

Hobart and William Smith Colleges are equal opportunity employers.



**DIRECTOR OF RESEARCH  
School of Nursing  
East Carolina University**

Applications and nominations are invited for the position of Director of Research in the largest, AACC-accredited School of Nursing. Responsibilities include conducting research, facilitating faculty research, preparing proposals, collaborating in research with clinicians, and teaching and supervising. Successful candidate must hold a doctoral degree and demonstrate evidence of published research. In nursing and health care research experience in nursing or health care research is preferred.

East Carolina University is part of the University of North Carolina system and is located in the heart of the state in a rural setting. The School is affiliated with the School of Medicine and Allied Health, is a part of the Division of Health and Human Services.

Screening will begin April 15, 1992 and will continue until the position is filled. Letter of application, transcripts, vitae, and the names of three references should be sent to:

Dr. Martha Keener Engle, Chair  
Search Committee for Director of Research  
School of Nursing  
East Carolina University  
Greenville, North Carolina 27838-4353

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

The Constance Center, Resurrectionist, is seeking a Director of Research. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Library Director, Resurrectionist, is seeking a Director of Research. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

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## PRODUCT MANAGER Peterson's Graduate Enrollment Services

Peterson's, an information services company specializing in educational and career information, has an opening for a Product Manager for its Graduate Enrollment Services. This position is responsible for:

- Developing and managing services to meet the needs of graduate admission professionals
- Developing and implementing strategies to market Peterson's Enrollment Services to graduate schools and departments
- Providing sales and client services staff with the background information and training on the graduate admission field to enable them to meet the needs of their clients
- Developing marketing materials to promote Peterson's Graduate Enrollment Services
- Developing and implementing systems to help clients evaluate effectiveness of products and services
- Organizing seminars and workshops for the benefit of graduate admission professionals
- Representing Peterson's at graduate professional association meetings

**EXPERIENCE REQUIRED:**  
Bachelor's degree (and/or master's degree preferred) with 5 years' experience in business/academic administration and at least 2 years' experience in graduate admissions with particular emphasis on doctoral students. Must have excellent communication and presentation skills, must be flexible, have strong analytical and organizational skills, and be willing to travel. Needs a working knowledge of PC programs, including spreadsheet, database and word processing and to be able to apply them to business functions.

This is an outstanding opportunity to join a progressive, fast-paced growing organization. We offer an excellent benefit package and salary commensurate with experience. If interested, send resume and salary requirements to Thomas H. Moore, Vice President, Bus Services, Peterson's, P.O. Box 2123, Princeton, NJ 08542-2123. EOE, M/F.

## DIRECTOR OF THE LIBRARY

Hiram College, an independent, coeducational and selective undergraduate liberal arts college in Northwestern Ohio, invites applications for the position of Director of the Library. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Library Director, Hiram College, is seeking a Director of Research. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

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## OPEN ACCESS TO EQUAL ACCESS

**CALIFORNIA'S COMMUNITY COLLEGES**

**18,000 New Faculty Positions By Year 2005**

In the next decade we will have the largest increase in the number of community college faculty in the world. To maintain our position as the most affordable source of higher education, we must recruit and retain the best and brightest. The California Community College System is seeking to recruit and retain the best and brightest. The California Community College System is seeking to recruit and retain the best and brightest.

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## ADMINISTRATION POSITION OPENINGS

**SAN JUAN COLLEGE**

San Juan College is one of the largest two-year comprehensive community colleges in New Mexico and offers academic, occupational and community service programs. The college serves 3900 students in San Juan County as well as the four corners area of New Mexico, Arizona, Utah and Colorado.

### DIRECTOR OF INSTITUTIONAL RESEARCH, GRANT DEVELOPMENT AND PLANNING

The position reports directly to the President and is responsible for designing, conducting and analyzing studies relating to the institutional mission, enrollment, retention and facilities. He/she will coordinate institutional data submitted to external agencies. She/he will coordinate and write institutional applications for federal and foundation grants. He/she will maintain institutional information for college planning and assist the President's staff in the development and refinement of the planning process, and will also coordinate projects as assigned by the President.

A Master's Degree in education research or related area required, doctorate preferred. Five years professional work experience in a similar position also required. Successful record of grant writing preferred. Must have excellent organizational and communication skills. Should possess competent computer statistical and data management skills. Start Date: August 15, 1992.

### DIRECTOR OF INSTRUCTIONAL SUPPORT AND TECHNOLOGY

The position reports directly to the Dean of Instruction and is responsible for the provision of instructional computing resources, library services, cooperative education, student job placement, and a vocational school. He/she will review experienced credit application, coordinate the county-wide in-service program for public school districts, as well as liaison with State Department of Vocational Education and local school districts, recommend and monitor division budgets. She/he will assist the Dean of Instruction in new program development, faculty development, outcome assessment, and other administrative duties.

A Master's Degree in education research or related field required, doctorate preferred. Five years successful community college teaching and/or administrative experience also required. Start Date: June 1, 1992.

### DIVISION DIRECTOR - HUMANITIES

This position reports to the Dean of Instruction and is responsible for administering the affairs of the division in addition to teaching 3-4 credit hours per semester in one of the division's disciplines. Academic disciplines include anthropology, art, broadcast communications, drama, early childhood education, English, history, physical education, social science, psychology, curriculum, the division, concrete division meetings, and participate in a variety of college committees.

A Master's Degree in one of the disciplines taught in the division and a minimum of five years of combined teaching and administrative experience at the division level is required, preferably at the college level. A doctorate in higher education administration or curriculum is preferred. This position is 12-month, professional. Preference will be given to candidates who demonstrate skills in integrating instructional technology, spreadsheet computers, into the instructional delivery system. Start Date: July 1, 1992.

All candidates must submit 9 San Juan College application, 2 letters of application illustrating how the candidate meets the above listed qualification requirements, 3 college transcripts, and 4 current letters of reference.

CONTACT: Personnel Director  
San Juan College  
4601 College Boulevard  
Farmington, NM 87402  
1-800-232-6327  
(505) 689-0215  
FAX: (505) 689-0395

**POSITIONS OPEN:** April 1, 1992  
**POSITIONS CLOSED:** April 30, 1992

San Juan College is an Equal Opportunity Employer

## Director Minority Affairs College of Engineering

**UIC**

The University of Illinois at Chicago

Responsibilities include: overall administration of staff, development and implementation of recruitment and retention programs, public and technical staff, strategic, institutional relations and program evaluation. Minimum two years experience in administrative position.

Experience working with African American, Latino, and Native American students is highly desirable.

The preferred starting date is Fall 1992. Review of applications begins June 15, 1992.

Send resume to:

Chair, Search Committee for Director of Minority Affairs

College of Engineering (UIC 669)

The University of Illinois at Chicago

Box 4346

Chicago, Illinois 60680

The University of Illinois is an Affirmative Action Employer

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## University of Kansas

**Innovative doctoral program in secondary learning disabilities**

The University of Kansas is seeking a Director of Research. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

University of Kansas is seeking a Director of Research. The position is a full-time, year-round teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

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September 1992 at Darien Col- view, Contact: Personnel Office, Darien | 404.







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## University of Arkansas at Pine Bluff

### Pine Bluff, Arkansas 71601

## VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION

The University of Arkansas at Pine Bluff is a fully accredited public university with a long and distinguished history of providing quality education and research to the citizens of Arkansas.

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## GEORGIA STATE UNIVERSITY

### Vice President for Financial Affairs

Nominations and applications are invited for the position of Vice President for Financial Affairs. Georgia State University, located in downtown Atlanta, is a metropolitan, comprehensive teaching and research university composed of colleges with 24,000 students and a total workforce of 4,000.

**Responsibilities:** The Vice President for Financial Affairs serves in an advisory and policy-making role as part of the senior administrative staff, with an annual operating budget of \$150 million, the vice president is responsible for the supervision of all financial and budgetary matters of the university and is called upon to advise the business community, alumni and other constituencies in the area of financial management. The vice president's responsibilities also include, among others, personnel services, physical plant, facilities, operation, planning and acquisition, space utilization, technology services, and logistical support services such as purchasing, telecommunications and postal services.

**Qualifications:** Desired qualifications include graduate preparation in a related discipline, as well as pertinent professional certifications (e.g., CPA, CMA, CIA). The successful candidate will have a demonstrated record of leadership, organizational effectiveness and a commitment to financial management in public higher education. As a minimum, the successful candidate will possess master's degree and seven years of experience in financial management, planning and fund accounting, with written and verbal communication skills; commitment to affirmative action; and experience related to diverse academic and service units in a comprehensive university.

**Appointments and Application Information:** It is anticipated that the position will be filled as soon as possible but no later than January 1993. Salary is competitive and commensurate with qualifications and experience. Screening will begin on May 1, 1992, and will continue until the position is filled. Qualified candidates should forward a letter of intent, resume and the names, addresses and telephone numbers of at least three references to:

VFFA Search Committee, c/o Dr. Thomas J. LaBelle, Provost and Vice President for Academic Affairs, Georgia State University, University Plaza, Atlanta, Georgia 30303-3063

Georgia State University, a unit of the University System of Georgia, is an equal opportunity educational institution and an affirmative action employer. Women and minorities are especially encouraged to apply. Georgia is an open records state.

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## Cabrillo College

### Santa Cruz County, California

The Cabrillo Community College District Governing Board invites applications for the position of:

## Vice President/ Assistant Superintendent

Commanding a sweeping view of Monterey Bay on the California Central Coast, Cabrillo College is a comprehensive two-year community college. The instructional program reflects co-equal priorities: academic preparation for transfer and career training more than 20 technical disciplines. The college also offers continuing education, is a partner in local economic development, and serves as a cultural center for its community. Credit enrollment is about 14,500.

The Vice President/Assistant Superintendent provides administration and leadership for the instructional program. The successful candidate will demonstrate:

- Commitment to the mission of a comprehensive community college
- Competence in instructional and facilities planning, fiscal and program management, contract administration, and other administrative skills
- Dedication to academic excellence, expertise in the teaching and learning process, and ability to promote instructional innovation
- Effectiveness as a leader and communicator

**Application Deadline:** 5 p.m., Tue, May 26, 1992  
Forward inquiries and requests for materials which fully describe the position, qualifications, and process to:

Secretary to the Governing Board  
6500 Soquel Drive, Aptos, CA 95003  
408-475-6302

An Equal Opportunity/Affirmative Action Employer

## OUR LADY OF THE LAKE UNIVERSITY

### Vice President and Dean of Student Life

The Vice President and Dean of Student Life is the chief student affairs administrator in the University. The position is responsible for the overall student life program, including the supervision of all student life personnel and the coordination of all student life activities. The position is also responsible for the development and implementation of the University's student life philosophy and program. The position is a key member of the University's senior administrative team and is responsible for the overall student life program, including the supervision of all student life personnel and the coordination of all student life activities.

Salary is competitive and commensurate with qualifications. The position is a full-time position. Applications should be sent to: Dr. Sandra Anderson, Search Committee for Vice President, Our Lady of the Lake University, 414 Avenue, St. Louis, MO 63103.

Our Lady of the Lake University is an equal opportunity educational institution and an affirmative action employer. Women and minorities are especially encouraged to apply. Our Lady of the Lake University is a Catholic university.

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## CHRISTOPHER NEWPORT UNIVERSITY

### Vice President for Development

The Position: The Vice President for Development is one of five vice presidents who, together with the President, form the senior management team of the University. The position is responsible for the overall development of the University, including the development of the University's financial resources, the development of the University's physical plant, the development of the University's information resources, the development of the University's human resources, the development of the University's community relations, and the development of the University's public relations.

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## ASSISTANT VICE CHANCELLOR FOR HUMAN RESOURCES

The University of Nebraska Medical Center is actively seeking candidates for the position of Assistant Vice Chancellor for Human Resources. This position is responsible for campus human resources management, which includes employee relations, gender and minority equity, training and development activities, affirmative action/EOE, and day care administration. This position reports to the Vice Chancellor for Business and Finance.

The occupant of the position will be expected to work closely with and support the Director of University Hospital with regard to Human Resource processes. Requires a Bachelor's degree, Master's preferred, with emphasis on human resources, academic administration, social science or related fields. Must have a minimum of 10 years full time experience in progressively responsible administrative positions. SPHR certification desirable. Prefer University/Health Science Center experience. Application deadline is May 22, 1992. If you are interested in the position, please forward your resume to:

Deborah D. Lee, Chairperson  
Search Committee  
UNIVERSITY OF NEBRASKA  
MEDICAL CENTER  
600 S. 42nd  
Omaha, Nebraska 68198-5070

The University of Nebraska Medical Center is an equal Opportunity Employer.

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## VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

North Central College seeks an energetic and experienced leader for its undergraduate student recruitment and retention efforts.

Founded in 1861, North Central is a "comprehensive liberal arts college" serving 1300 traditional-age, full-time undergraduates (950 live on campus), as well as 1200 part-time evening and weekend students (including 400 graduate students). Located in a high-tech, high-growth suburb 30 miles west of Chicago's Loop, the College's fall 1991 freshmen class was the largest in its history (544), with an average ACT of 25, and 13% minorities. Challenges for the new Vice President for Enrollment Management and Student Affairs will include: sustaining the admissions performance of recent years despite constraints on financial aid growth; improving retention; enhancing minority recruitment; and enriching the College's student development efforts.

Reporting to the President, the Vice President will serve on North Central's cabinet as a key member of the College's leadership team, and will be responsible for overseeing undergraduate admission, financial aid, housing, counseling, student activities, and student development programs. Successful candidates will have a person with a thorough understanding of and commitment to the educational values of schools like North Central; substantial successful experience in a comparable or related management position; a B.S. in education or a degree in student affairs; and recent years' experience in admissions and retention.

Salaries and benefits are competitive. Opportunities are unlimited. The search committee will begin screening applications May 11 with the expectation that the successful applicant will start by July 1, 1992. Send letter of application and resume to:

Harold R. Wilde, President  
North Central College  
30 North Brainerd Street  
P.O. Box 3063  
Naperville, IL 60566-7063

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## EXECUTIVE VICE PRESIDENT SISTER CITIES INTERNATIONAL (SCI)

SCI is a non-profit association in Alexandria, VA that links U.S. and foreign cities, developed and developing, to promote educational, economic, cultural, and technical exchange. SCI seeks applicants for the position of Executive Vice President. The position is responsible for the overall management and operation of SCI. The position is a key member of the SCI's senior administrative team and is responsible for the overall management and operation of SCI. The position is a full-time position. Applications should be sent to: Dr. Sandra Anderson, Search Committee for Executive Vice President, Sister Cities International, 414 Avenue, St. Louis, MO 63103.

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Sister Cities International is an equal opportunity educational institution and an affirmative action







## End Paper



"IMAGINE," 1991 JANET LESZCZYNSKI

### 'Celebrating the Stitch': an Exhibition of Contemporary Embroidery

I BEGAN STITCHING IN 1979 as a response to the limitations I was experiencing with weaving. Stitching allowed me the freedom of working on an open format, applying my stitches as a painter would a brush stroke. Nonetheless, my early embroideries were influenced by my weaving experience. Weaving designs based on grids and patterns were transformed into embroideries where the imposed structure of weaving could be broken or eliminated. Geometric forms and their placement into systems metaphorically expressed the structures and rules of life. I worked to modify and soften these elements through the use of sensuous color, subtle gradations, and interpretations in the established systems. With time the pieces became more open and atmospheric. Unstitched areas dominated the surface.

My current work carries elements from the past—use of color, gradations, interest in pattern—yet takes on a smaller format and new visual elements. These

pieces are entirely covered with embroidery. Geometric forms are replaced by literal subjects, hands, figures, celestial objects. The subjects are abstracted and out of proportion. . . .

These more concentrated pieces have become extremely meticulous and the process more obsessive. The stories they tell of flights and dreams are the antithesis of process and technique.

"Celebrating the Stitch: Contemporary Embroidery of North America," an exhibition of 141 embroidered works by 82 artists, is at the Newton Arts Center, Newton, Mass., through May 9. The exhibit then travels to the Chicago Cultural Center (August 1992) and other sites on a two-year tour. The text and illustration above are by Janet Leszczynski, an assistant professor of textile design at Rosary College and one of the artists in the exhibition. They are from Celebrating the Stitch, by Barbara Lee Smith, the exhibition curator. The book is published by the Taunton Press (1991).

## Information Technology

doing the same sorts of tasks one can do in a virtual-reality environment is not the same thing as being inside the system, he says.

"This lab feels strongly, based on research, that the essential component in virtual reality is a feeling that you're dealing with an environment rather than an object in an environment," he says. "Monitor-based approaches can only approximate that feeling." Immersing the user in the virtual environment provides a much bigger impact than simply looking at an animated character on a screen that is supposed to represent the user, he says. "If you stick your hand in a bucket of water, that's not swimming."

Part of the point of virtual reality, says Mr. Bicklen, is to eliminate the need to learn how to operate a keyboard or a mouse, which separates the user from the activity on the computer screen. Virtual reality, he says, allows users direct access to the software environment itself and tasks in the environment can be set up so that users can perform them intuitively, with little or no training.

### Work on Educational Uses

William D. Wynn, a professor of education at the University of Washington, is working with Mr. Bicklen to develop educational uses for virtual reality, preparing for a day when use of virtual reality in the classroom could become widespread. Academic, he says, largely ignored the potential of computers to revolutionize pedagogy, meaning that scientists de-

"There are things I noticed in the virtual-reality model that I just had no grasp of when I was building the model on the regular computer."

signed computers with little advice from the education community.

"For the first time, I think, educators are in on the ground floor of a new technology," he says of virtual reality.

Peter R. Thels, who is in his second year studying architecture at Rensselaer Polytechnic, says he hopes virtual-reality systems will soon come to the classroom permanently. Using standard computer-modeling techniques, he built the model of the Parthenon that was used in the virtual-reality experiment at apt. Bill Glennie, director of the Computer Aided Architectural Design Laboratory and assistant professor of architecture at apt., persuaded a California software company called Autodesk to lend the college a sophisticated computer and a head-mounted display to perform the experiments.

Mr. Thels says that, from an architect's standpoint, virtual reality is invaluable. "There are things I noticed in the virtual-reality model that I just had no grasp of when I was building the model on the regular computer. The scale is all blown out on the computer screen," he says. "When you're in virtual reality, then, it's real-sized, and you're seeing. 'Wow.'"

## Data Base Helps Graduate Schools Identify Potential Applicants

By BEVERLY T. WATKINS

When Kim Yoltan recruits students for graduate programs at the Ohio State University, she relies on a computer-based service called Connexion.

Once every quarter, Ms. Yoltan, a graduate administrative associate, asks the chairmen of the university's 125 graduate programs what kind of applicants they are seeking. She sends the information to the recruiting service, which returns profiles of undergraduates. Ms. Yoltan sends these to the chairmen.

Ms. Yoltan says Connexion, a

service offered by Peterson's Guides Inc., helps her locate a core of qualified candidates for each graduate program.

Connexion has a national data base of 36,000 college students and mid-career professionals who are interested in advanced study. About 80 per cent of the total are undergraduates, and 3,500 of them are from foreign countries.

### No Charge to Students

Students can enter personal information—majors, grade-point averages, standardized test scores, ethnic identity, and the like—into

the system through campus career-placement offices. There is no charge to students who are currently enrolled in colleges.

The computer service was set up two years ago to give universities a new way to locate qualified graduate-school applicants, says Barbara L. Thomas, the president. About 300 institutions subscribe to the service. Since it started, Connexion has conducted 872 searches and sent 139,135 profiles to graduate schools.

For the service, schools pay an annual fee based on the number of searches they wish to conduct. Three searches cost \$400, for example, while 12 cost \$1,400.

Early this year, Connexion extended its searches to four-year institutions looking for transfer stu-

dents. The service is also available to employers looking for college graduates or professionals to fill specific positions.

### Placement for Veterans

To maintain its data base, Ms. Thomas says, Connexion works with career-placement offices at 650 colleges and universities. It also works with the Department of Defense Transition Services, which helps place veterans in higher-education institutions.

In January, Connexion signed an agreement with CompuServe to let individuals who subscribe to that commercial on-line computing service add their own profiles to the data base. The annual fee is \$24.95 for students and \$34.95 for others.



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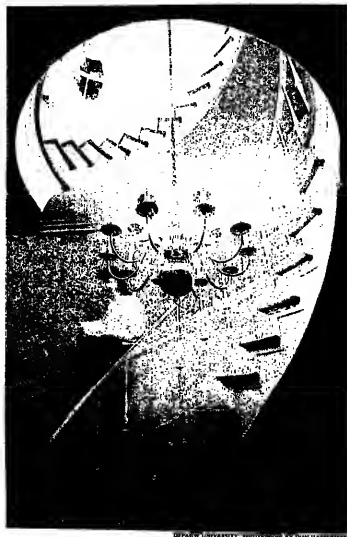
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## Ways & Means

Following up on his 1988 promise to be "the education President," George Bush has said that education would be his most important domestic policy goal if he were re-elected. "There are several goals, and I've been spelling them all out," the President said in response to a question at a White House press conference. "I think education reform certainly would be right up at the top of that: achieving our goals for education by the year 2000."

Mr. Bush said achieving the goals "would render us much more competitive internationally, which gets you over into the economic side of things, and it will lift a lot of kids out of this impoverished area, the impoverished state they're in, give them an opportunity at the American dream."

In 1990 President Bush and the nation's governors agreed on six education goals that are supposed to be achieved by 2000. The goals say that students should arrive at school ready to learn; be competent in English, geography, history, mathematics, and science; and be first in the world in mathematics and science. They also say that the high-school graduation rate should be 90 percent, all schools should be free of drugs and violence, and all adults should be literate.

Although the Nevada state line is hundreds of miles from the giant Navajo reservation that crosses parts of Utah, Arizona, and New Mexico, the University of Nevada-Las Vegas wants to allow Navajo students to enroll at in-state tuition rates.

The university will ask the Board of Regents, which has authority over tuition, to approve the arrangement at its next meeting.

"It's our attempt to increase cultural diversity," said Robert C. Nasson, UNLV's president.

The university has been striving to increase enrollment of minority students, UNLV officials said. So far most of that effort has been directed at black and Hispanic students. Minority students make up about 18 percent of the student body. Fewer than 1 percent are American Indians. Mr. Nasson, who has met with Navajo leaders about the plan, said he expected from 10 to 20 students to enroll initially. He added, "We would welcome whatever numbers would want to come."

Dune Reyal, spokesman for the Navajo Nation's president, Peteron Zab, said the Navajo already had similar arrangements with the three states in which parts of the 25,000-square-mile reservation lie. Two institutions in Colorado also offer Navajo students in-state tuition rates, a feature appreciated by the Navajo government, which provides financial help to about 5,000 Navajo college students.

Once the UNLV agreement is secured, Mr. Reyal said the "next logical step" for the Navajo government would be to make a similar deal with institutions in California.

## Government & Politics

### NO RADICAL CHANGE

## College Officials Say Politics and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform

By THOMAS J. DeLOUGHRY

WASHINGTON

This spring was to have been the time for Congress to pit the finishing touches on the most radical changes in student-aid programs in 20 years.

Pell Grants for all students who needed them. A simplified, more-efficient student-loan system less vulnerable to abuse. A comprehensive program to help prepare more disadvantaged students for college.

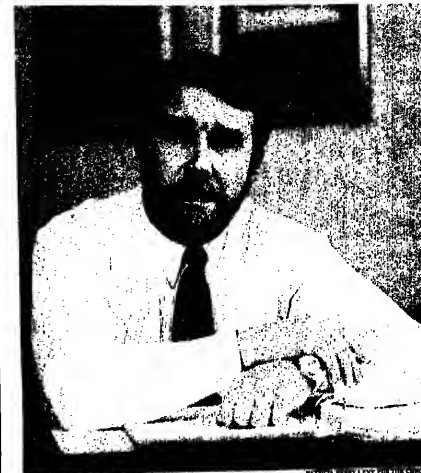
At least that was the plan. Now, with both the House of Representatives and the Senate having passed their versions of the reauthorization of the Higher Education Act, many student-aid analysts and college lobbyists are disappointed. The compromise that emerges this spring from a conference between members of both houses probably will include only some minor reforms and tinkering, the college officials say.

### 1990 Budget Pact

For both political and financial reasons, they say, the innovative ideas will have to wait.

The officials charge that reform-minded lawmakers were handcuffed by Congress's unwillingness to amend a 1990 budget pact with the White House or to waive it for the higher-education

Continued on Page A34



David A. Longancker of the Colorado Commission on Higher Education. He says "some pretty nifty components to the bills that are coming through reauthorization."

## Education Secretary Says He Will Make It Much Easier for New Accrediting Groups to Gain U.S. Recognition

By SCOTT JASCHIK

WASHINGTON

Education Secretary Lamar Alexander announced last week that he planned to interpret government regulations in a way that would make it much easier for new college accrediting groups to gain federal recognition.

Secretary Alexander said his interpretation would lead to the formation of more accrediting groups. That would allow colleges to reject the standards of current accrediting associations that the colleges find to "be inappropriate and have little or nothing to do with academic quality," he said.

Critics of the established accrediting groups praised Mr. Alexander's announcement.

### Potential for Abuse Seen

The accreditors themselves, however, said Mr. Alexander was misinterpreting federal regulations and creating the potential for abuse of the accreditation system. James T. Rogers, executive director of the Commission on Colleges of the Southern Association of Colleges and Schools, said "There is a gross lack of understanding of the entire accreditation process."

Mr. Alexander's announcement came in a letter in which he renewed federal recognition for the Middle States Association of Colleges and Schools.

He delayed the renewal last year because the department and other critics didn't like Middle States' policy of evaluating colleges' records in recruiting and retaining minority faculty members. Critics of the policy had charged that it encouraged the use of quotas.

Late last year, the Middle States membership voted to make its "diversity" policy optional. Shortly after that vote, Mr. Alexander's advisory committee on accreditation recommended that he renew the association's recognition.

Recognition is crucial to accrediting groups because students can receive federal aid only if they attend colleges that are accredited by recognized agencies. In his letter renewing Middle States' recognition, Mr. Alexander said:

"I do not read those departmental regulations—and I will not apply them—as restricting the recognition of additional, newly-formed agencies."

Continued on Page A31

ognition, Mr. Alexander said he was still concerned that accrediting associations had too much power and that incorrect interpretations of regulations gave the associations that power by limiting competition from other accreditors.

Mr. Alexander wrote: "Some have thought that an agency must have been in operation for several years or must first have gained the acceptance of established accrediting agencies."

### Securing 'Prompt' Action

He went on to say: "I do not read those departmental regulations—and I will not apply them—as restricting the recognition of additional, newly-formed agencies. In my view, a newly-formed accrediting agency can secure prompt recognition from the Secretary, under the department's regulations, so long as the agency shows that it possesses sufficient administrative and financial resources to do its work and has put into place the procedures needed to produce reliable accreditation decisions."

The regulations concerning the recognition of new agencies do not include a specific time that an agency must be operating before it can be recognized. But the regulations do list a number of things that agencies do list a number of things that agencies

## Regional Public Colleges Resist Their States' Demands That They Specialize

By SCOTT JASCHIK

WORCESTER, MASS. Ask faculty members and administrators at Worcester State College here if they agree with the state that public colleges should be more specialized and they all say "Yea." Their college, they quickly add, will fare well because Worcester State has already focused many of its academic programs on training for the allied health professions.

But ask those same people which academic programs here should be eliminated, so that more state funds could be used to improve the college's allied health programs, and they respond either with silence or in defense of every program offered at the college.

### State Officials Frustrated

The reactions are typical of what state planners confront nationwide. Faced with a lingering recession, many governors and legislators say that the only way they can provide for a quality higher education is to cut the quantity of programs offered, especially by regional four-year institutions. But the people who run those institutions say their primary mission is not to offer a specialized curriculum to people throughout the state, but to offer a wide range of courses for people in the immediate vicinity.

That philosophy is frustrating to state officials, one of whom paraphrases it as "believing everyone has a right to every college program within spitting distance."

In some states, such a philosophy is carrying the day—even if



Pleded F. Robertson, Secretary of Education in Massachusetts. The state will reward colleges that specialize. "This is all going to go hand in hand with financing."

higher-education leaders don't want it to. In Texas, for example, the commission of higher education in January that would require Texas to develop a plan to increase offerings at six four-year colleges in predominantly Hispanic South Texas. Kenneth H. Ashworth, the commission's chief of education, says that if the answer is not reversed an appeal, "there would be no place for any pinnacle of excellence in the state system."

In Mississippi, state officials are

pushing hard in the other direction. The Board of Trustees of State Institutions of Higher Learning has ordered each of the eight colleges to submit a plan for eliminating programs. At Delta State University, bachelor of arts degree programs in French, German, music performance, and sociology will be eliminated, along with a number of specialties in teacher education.

W. Ray Ciere, Mississippi's commissioner of higher education,

says more programs may be cut. "We have a prevailing responsibility to offer academic quality in our programs," he says.

Higher-education leaders are divided over how much specialization should be forced on state colleges. Flagship research universities, while under pressure to specialize in graduate programs, still generally offer a wide range of undergraduate programs.

Many regional state-college leaders say that their institutions

should be held to the same standard. Says James B. Appleberry, president of the American Association of State Colleges and Universities: "If the mission is to be focused, then you are going to deny access to people who don't have the financial wherewithal to go to a more elite of the state."

Mr. Appleberry says there is "no one answer" for how state colleges should deal with the issue, but he says regional colleges should generally have "a broad range in the liberal arts."

### Others Expected to Follow

Massachusetts is moving ahead with a plan to force much more specialization on seven regional public colleges. Officials here say that other states are sure to follow—even if it means abandoning the commitment to a broad range of courses at every regional college.

Gov. William F. Weld, a Republican elected in 1990 on a platform of streamlining state government, appointed a panel of education, legislators, and business leaders last year to design a plan for the state colleges.

In the six months that the panel deliberated, hostility toward it was barely concealed on most campuses. In December, for example, Fitchburg State College issued a press release headlined "Bureaucrats Aim to Cut State's Four-Year Public Colleges."

The panel released its report last month, calling for the state's Higher Education Coordinating Council to develop "specific focus areas" for each college and to insure that most academic programs would relate to those areas. As for other disciplines, the report recommended that colleges maintain only "a limited core program of majors with sufficient demand and quality to meet regional needs."

The report said that the seven regional institutions (two others, the Massachusetts College of Art and the Massachusetts Maritime Academy, are already specifically focused on art and business and had "a great deal of similarity."

"A Different Mindset"

Eliminating those similarities is a job that now falls to Pleded F. Robertson, the Secretary of Education. He says the report reflects "a different mindset than we've had in the past, which was the mindset that this is going to go away and money is going to start to flow again."

The lack of state money, he says, should convince state colleges that they have no choice but to specialize.

At Worcester State, for example, state support has declined to \$9.6-million this year, from \$14.4-million in 1981. In that time enrollment has held steady at about 6,000 and the number of faculty and staff positions supported by the state has been reduced to 310 from 390.

Ms. Robertson says that in such an environment the cost of offering a broad range of programs for local students is having "medicare students and mediocre universities."

But Kalyan K. Ghosh, Worcester State's chief executive officer, says the college should not have to cut academic programs, because it must serve the local community.

More than 65 per cent of the students are from the immediate area, he says, and many of them work or have family responsibilities. "You just can't create an institution and then expect local students to drive three hours to another one," Mr. Ghosh says.

He says he does not accept the premise that anything is wrong with having seven public colleges offer some of the same programs, even in a state as geographically compact as Massachusetts.

There is a myth that the state colleges are inefficient because they are offering similar programs," he says, but in fact each college is meeting local needs that would not be met by other institutions.

Faculty members and students agree.

Maryann Power is a professor who might benefit under a more specialized Worcester State because she teaches courses on communication disorders to students of speech and language therapy. But she is unwilling to see liberal arts courses eliminated to provide more money for her department.

Typically, new accrediting associations have operated without recognition to demonstrate that they meet the various criteria.

Mr. Rogers of the Southern Association said that after reading Mr. Alexander's statement, "I don't know how familiar the Secretary is with his own regulations."

He added that by making it easier for groups to gain recognition, Mr. Alexander would help "fly-by-night accrediting agencies that confuse the public."

Kenneth L. Perrin, president of the Council on Postsecondary Accreditation, said Mr. Alexander's

plan would lead to "accreditation shopping," whereby any college that couldn't meet the standards of an existing body would simply form a new association.

Jeffrey C. Martin, general counsel of the Education Department, said Mr. Alexander's interpretation of the regulations would still involve tough scrutiny of new agencies. Mr. Martin said the department would now be more flexible.

When new accrediting groups are started with experienced officials and reputable colleges, he said, it should be possible to grant recognition quickly.

He said the argument about accrediting shopping was "a red herring," adding that new accrediting groups would be monitored once they received recognition. "We're not proposing a blank check for new agencies," he said.

Critics of the major accrediting groups said they welcomed Mr. Alexander's decision. J. Gordon Henry, executive director of the Transnational Association of Christian Schools, said that the process for recognizing a new group "should not be set in concrete."

Last year, against the recommendation of his advisory committee on accreditation, the Secretary recognized Mr. Henry's association, which accredits colleges that teach biblical inerrancy.

## Alexander to Ease the Way for New Accrediting Groups

Continued From Page A29

Massachusetts officials must demonstrate, and most educators have interpreted the regulations to mean that it would be impossible for an agency to be recognized without actually operating for a year or two.

For example, the regulations say that agencies should be recognized only if they "adhere to" policies related to the way they conduct and follow up an accreditation review of institutions—reviews that are generally time consuming.

The regulations also state that the Secretary should recognize agencies whose "policies, evaluation methods, and decisions are accepted throughout the United States."

Faculty members and students agree.

Maryann Power is a professor who might benefit under a more specialized Worcester State because she teaches courses on communication disorders to students of speech and language therapy. But she is unwilling to see liberal arts courses eliminated to provide more money for her department.

Students support keeping a range of programs here for various reasons. Local students say they can't go anywhere else. And those who are from outside the immediate area say they want to be able to select from campuses that offer different kinds of academic programs.

Wendy Bromfield is a senior education major from Sharon. She says she has noticed the effects of budget cuts during her time here in canceled courses, larger classes, and shorter library hours.

But she says the state must look to higher taxes, not program cuts, to improve the quality of higher education. "Part of the college experience itself is going to a place with a variety of majors, going to school with people who have different interests," she says.

Whether state officials like Secretary Robertson can overcome opposition to specialization remains to be seen. Many legislators in the Worcester area have vowed to oppose program eliminations, and legislators whose districts include other colleges have vowed to do the same for those institutions.

But Governor Weld has strong support for his promise to reduce the size of state government and avoid additional taxes.

Ms. Robertson says that the state will use whatever additional money it does find to reward those colleges that do decide to specialize. "This is all going to go hand in hand with financing," she says.

Ms. Robertson adds that she isn't too worried by the opposition to specialization on the campuses. The first step of self-analysis is to say that the institution is fine, but just needs a little more money," she says.

"The reality just takes a little longer."

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## CUNY's Unusual New Tuition Package Draws Questions and Criticism

By GOLDIE BLUMENSTYK and JOYCE MERCER

The City University of New York last week announced an unusual tuition plan designed to encourage students to graduate and avoid controversy over another tuition increase. But the plan has failed to win over students and has angered key legislators.

Based on gaps in the state budget, the university system was expected to have to increase tuition by 27 per cent.

Rather than raise tuition by that percentage—about \$350 for every student—CUNY Chancellor W. Ann Reynolds wants to allow current full-time students to pay only \$350 more, but to raise the tuition of entering freshmen and transfer students by \$600, to \$2,450. Students who paid the higher rate and went on to complete their baccalaureate degrees would receive their final semester free.

### Challenge to Legality

At least one state legislator, Assemblyman Edward C. Sullivan, has questioned the legality of the proposal. Mr. Sullivan, chairman of the Assembly Higher Education Committee, said the proposal would violate a state education law requiring all students enrolled in "programs" leading to state degrees "to pay the same tuition, unless they are from out of state."

CUNY officials have defended the plan. They say the education law only bars them from establishing different tuition rates at different colleges, or based on a student's ability to pay.

Mr. Sullivan said without "some kind of court ruling," CUNY's interpretation of the law is "unlawful."

### "If a student trudges through in a fairly reasonable time,"

he or she will save money. "We think it will spur retention."

Mr. Reynolds said new students could also benefit. "If a student trudges through in a fairly reasonable time," he or she will save money, she said. "We think it will spur retention."

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tailed protests against state legislators and the university administration over tuition increases and budget cuts.

Ms. Reynolds said her plan would allow CUNY to cushion the impact of the tuition hike on current students, many of whom have already endured tuition increases of 48 per cent since 1991.

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## Chairman of Humanities Endowment Has Politicized Grants Process, Critics Charge

Continued From Page A1

Non-review process and familiar with the projects discussed in this story, say that political reasons are commonly used to reject grants. They say that the endowment uses a system whereby at least one person on a peer-review panel is known as a "hostile" critic of non-traditional scholarship who will oppose awards that Mrs. Cheney would not like. They add that this shields the chairman from criticism because "undesirable" grants are rejected before they reach her.

Mrs. Cheney, through a spokeswoman, refused to be interviewed for this story, saying that she would answer questions only if they were submitted in writing. She then refused, again through a spokeswoman, to answer questions in writing that focused on her role in the grant-review process and the specific applications discussed in this story.

**'Severe' Competition**

Other officials currently at the NEH, however, say Mrs. Cheney's critics are simply disgruntled applicants who are looking for explanations that are more comforting than the real flaws in their applications. Those officials deny that ideology is an important factor in the grant-awarding process.

Says Jerry L. Martin, the endowment's assistant chairman for programs and policy: "Applicants may not realize that the competition is extremely severe, with four out of five applications being turned down because of limits of funding. Of course most of the applications turned down have merit. "One could probably make a long list of all the Shakespeare grants that haven't been funded, with good peer-review comments, and conclude that the NEH is not funding Shakespeare."

Some former staff members disagree. One who worked under Mrs. Cheney says: "Projects dealing with Latin America, the Caribbean, some women's studies, and anything appearing as vaguely left wing are seen as suspect. Controversy is a central issue. Will this cause a headline and get us in hot water with our conservative constituency?"

The former staff member says that Mrs. Cheney's approach has protected the endowment from the controversies that have engulfed the National Endowment for the Arts. But the staffer adds that protection has come "at a great sacrifice to academic freedom and freedom of speech."

### Some Call Tilt Inevitable

The former staff member, like most of the former employees of the NEH who were interviewed for this story, demanded anonymity, citing Mrs. Cheney's influence in the humanities and her reputation for seeking to punish those who disagree with her publicly.

Some scholars say on ideological tilt is inevitable whenever public appointees supervise the distribution of grants. But many researchers say the power of the endowment makes the ideological issue pressing even so. The NEH, though its \$176-million budget is small



William H. Sewell of the University of Chicago. His project's focus on social change gave it an inoffensive odor of leftism.

Michael Saxon of Montana State U. His project, financed by the NEH, "are extremely tried and true."

compared with other federal agencies, is the single largest supporter of humanities projects in the United States. In 1991, the agency considered 8,132 applications and financed 1,776 projects.

Says Catherine R. Stimpson, dean of the graduate school at Rutgers University in New Brunswick and a recent critic of the endowment's direction: "The NEH is cru-

**"Controversy is a central issue—will this cause a headline and get us in hot water with our conservative constituency?"**

dial for setting directions for humanistic study. The big question is what doesn't the NEH fund, and what will have to struggle harder if the NEH is not there. A whole area of scholarship could go hungry."

Four of the scholars who say their experiences indicate problems with the endowment are the Rev. Joseph A. Appleyard of Boston College, William H. Sewell of the University of Chicago, Jerome B. Karabel of the University of California at Berkeley, and Mary Hawkesworth of the University of Louisville.

Father Appleyard, director of the Honors Program at Boston College, applied for a grant for a workshop to design a new set of junior-year seminars on 20th-century intellectual life. The college wanted to invite several scholars to the workshop to talk with the faculty members designing the seminars.

The program would follow up on a "great books" requirement for freshmen and sophomores. Father Appleyard applied for the grant in April 1990 but was turned down. Program officers in the endowment's Division of Fellowships and Seminars suggested that he redesign the application and resubmit it with more information on

the faculty workshops and samples of some of the new courses.

Father Appleyard submitted a new application in October 1990 with the requested revisions. He was surprised when it was again rejected, even though four of the five peer reviewers who judged the project rated it "excellent" and recommended supporting it. One positive review said the workshops would be "intellectually stimulating and directly relevant to contemporary concerns," would include "some of the most exciting and famous scholars working in the humanities today," and would "provide an excellent starting point for designing the new courses for third-year students."

Only one reviewer argued against the application. That reviewer's comments, in Father Appleyard's opinion, seemed to have an ideological thrust to them. The reviewer commented that the outside consultants being brought in were "critics" and "not extenders" of the tradition. He added: "It makes sense, as the rationale suggests, to ask how the tradition has been modified not only in the past, but more recently. But does it make equal sense to require students to take two years of Great Books courses and then to trash the whole enterprise?"

**'Red Flags' to Application**

Father Appleyard says that he believes the critical comments from that reviewer led to the rejection of his project. He adds that the names of some of the scholars mentioned in his application acted as "red flags" to officials at the NEH. Among those Mr. Appleyard wanted to invite to Boston were Ms. Stimpson of Rutgers, who is active in women's studies and an advocate of liberal academic causes, and Martin Bernal, professor of government and Near Eastern studies at Cornell University and the author of *Black Athena*, a book that links the achievements of classical Greece to Africa.

Father Appleyard says he is angry that the college lost the grant because of ideological reasons. He says that the college lost the grant because of ideological reasons. He says that the college lost the grant because of ideological reasons.

because it wanted to bring in some "controversial" scholars to meet with faculty members. "It's absurd to think that one voice or opinion can influence 20 faculty members in some radically different way," he says. "We intend to have interesting people come in for an open discussion."

A former NEH staff member confirms that the agency under Mrs.

**"The NEH may get as many new proposals as the NEA, but Cheney and her staff and council cull them more intelligently and more bravely."**

Cheney will reject a project if an "undesirable, leftist scholar" is included in it, even in a peripheral way. "Even a name connected to a project can kill it," the former staffer says. "I remember one case where the bibliography of a project killed it. The project included a 'leftist' in its bibliography, whom Mrs. Cheney objected to. It's as if they are still looking for Communists under the bed."

Former staff members also say that Mrs. Cheney's office is playing a greater role in picking peer-review panelists than in the past. Says one former staffer: "They are starting to tell the division heads who they can have on their panels. They have lists that include some reputable scholars and some with a definite conservative tilt. Program officers are told to choose panelists from this list."

A scholar who has served frequently as a reviewer says: "The last several times I've been on a panel, they included this avowed right winger, and he walked into the room like he was a member of the NEH staff. He reliably represents the radical right in judging projects. And if he puts down 'very poor,' that's the end of it."

Mr. Martin of the NEH denies

those contentions, stating that it would be impossible for Mrs. Cheney to design a panel specifically to reject a particular grant. "The chances of the process make that virtually impossible, with 200 reviewers and wide division grants; hundreds, sometimes thousands of applications," he says.

### 'Most Exciting Proposal'

William H. Sewell, a professor of history and political science at the University of Chicago, states that a grant he submitted in 1989, which he believed to be a grant for a seminar on ideological grounds, was rejected on ideological grounds. At the time, Mr. Sewell was professor at the University of Michigan and director of a Program in Comparative Study of Social Traditions, which looks at the convergence of current works in anthropology, social history, and historical sociology.

Mr. Sewell asked the NEH to support the program as a research center in 1987. He requested a grant for a series of seminars, conferences, and publications on social transformations. He says that his grant was rejected, but that he was urged by program officers to resubmit it to provide more details on how the center would operate and on what it would produce.

In October 1988 Mr. Sewell applied again, to the Interpretive Research Program at the NEH. In the program the endowment solicited the advice of eight leading experts in the fields of study relevant to a given project and then gathers the scholars to compare the applications. All eight outside experts rated about Mr. Sewell's project. One wrote: "This is simply the most exciting project proposal of its kind that I have seen in many years. I could not recommend it more highly."

However, Mr. Sewell says that comments he obtained from the endowment suggest that the NEH relied on the sentiments of a single reviewer from the group of eight panelists to reject the application. The reviewer questioned the solidity of the research and wrote: "This looks like a boondoggle trying to cash in on an established trend and a proven name."

Then, after meeting with the other panel members to discuss the grant, the negative reviewer changed his rating for the project from "some merit" to "very good."

In explaining why the grant had been rejected, a letter from a program officer included objections stated in that peer reviewer's original evaluation—before he had improved his rating of the project.

Mr. Sewell wrote to the NEH to complain that the agency had rejected on comments by a peer reviewer who had later changed his estimation of the worthiness of the grant. Mr. Sewell believes that Mrs. Cheney was so intent on killing his grant that she was looking for any grounds to reject it.

Mr. Sewell says his project was rejected because it focused on movements of social change, including multicultural and gender issues, which gave it "an inoffensive odor of leftism."

Former NEH staffers familiar with Mr. Sewell's proposal say

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there was "inappropriate meddling" in the process by Mrs. Cheney's office.

There's no doubt that ideology played some sort of role" in the rejection of Mr. Sewell's grant. "The chances of the process make that virtually impossible, with 200 reviewers and wide division grants; hundreds, sometimes thousands of applications," he says.

A similar outcome occurred when Jerome B. Karabel, an associate professor of sociology at the University of California at Berkeley, applied for NEH funds in 1989. He sought money to study the politics of intellectuals in capitalist and socialist societies, and to examine the reasons for their political commitments.

### Unanimous Praise

Mr. Karabel, like Mr. Sewell, was unanimous praise from eight outside reviewers. Four of the five peer panelists rated the project "excellent" before the panel discussion. But the fifth panelist objected to the project, arguing in a two-and-a-half page document that the application should be denied.

The reviewer criticized the proposal because one of the groups that Mr. Karabel wanted to study—as evidence of "the internationalization of the intelligentsia"—was the International Physicians for the Prevention of Nuclear War. The reviewer criticized Mr. Karabel for being "unfazed" by the involvement in the group of "high-ranking officials of the Soviet Union."

After expressing his objections during the panel discussion, the reviewer persuaded three of the other panelists to lower their final rating for the grant from "excellent" to "very good."

The reviewer was Jeffrey C. Herf, a scholar who had only months before been rejected for a position at the University of California at Berkeley by Mr. Karabel himself. "It was a hatchet job," says a former staff member who believes that Mr. Herf was retaliating against Mr. Karabel.

When Mr. Karabel learned of Mr. Herf's role, he charged that the NEH had used criticism from a judge with a possible conflict of interest to reject his proposal.

But Richard Ekman, the director of the Division of Research Programs at the time, responded in a letter that the NEH's conflict-of-interest rules applied only when a peer reviewer, or his or her family, would derive financial benefit from the awarding of the grant. "This policy does not consider personal animosities or conflicts based on differences of professional opinion," Mr. Ekman wrote.

**'Seriously Flawed'**

Mr. Herf is now a research fellow at the German Historical Institute in Washington. He denies that anything but scholarly judgment was behind his negative review of Mr. Karabel's grant application. "It was so interesting application, but seriously flawed," he says.

Mary Hawkesworth, a professor of political science at the University of Louisville, also suspects that ideology played a role in the rejection of her application for support for a seminar for high-school teachers on "new materials, new analytical strategies, and new research

questions raised by the study of women."

Four panelists supported the proposal, with two awarding it a rating of "excellent" and two giving it "very good." The fifth, who said the project had "some merit," wrote: "The applicants propose not a study of women in history and literature, but an indoctrination into feminist dogma."

Ms. Hawkesworth says she was told by a program officer not to include phrases in her application "like 'feminist critique of the dominant tradition in literature,' because any application with such phrases would not be acceptable."

A former staff member confirms that program officers often advise applicants to avoid certain "buzz words." The former staff member

says that applicants are told: "Don't talk about social history, say plain history. Don't talk about deconstruction or about feminism."

Mr. Martin of the NEH says: "I think we have funded things with the word 'feminist' in the title. If any program officers are giving that advice, it is bad advice."

### 'The Buchanan Right'

Where the criticism of Mrs. Cheney will lead is unclear. Some scholars in women's studies and multicultural studies say they are no longer applying to the endowment for support. And some say they no longer want to participate on the endowment's peer-review panels.

Many scholars say the endow-

ment's reputation is suffering. Says Michael Saxon, a professor of English at Montana State University and himself a rejected applicant: "The projects being funded at the NEH are not ones that are on the edge, that are helping to make appropriate inquiries into the nature of things, but ones that are extremely tried and true."

Some law makers are concerned. Rep. Chester G. Atkins, a Democrat from Massachusetts and a member of the House subcommittee that has jurisdiction over the NEH budget, says: "The agenda of the NEH is colored by the philosophical pressures that are exerted on it by the Buchanan right."

Other politicians and intellectuals applaud Mrs. Cheney. These people, some of whom want Mrs.

Cheney to be given control over the National Endowment for the Arts as well as the NEH, say that she has insured the quality of endowment programs—in part because she is willing to reject grants for work they believe is overrated.

In a recent column in *The Wall Street Journal*, Irving Kristol, a fellow at the American Enterprise Institute, wrote: "The NEH may get as many as many proposals as the NEA, but Lynch Cheney, its chairman, along with her staff and her Advisory Council, cull them more intelligently and more bravely. As a result, NEH has for the most part avoided the bitter public and political controversy that swirls around the NEA. Obviously under Mrs. Cheney it is doing something right."

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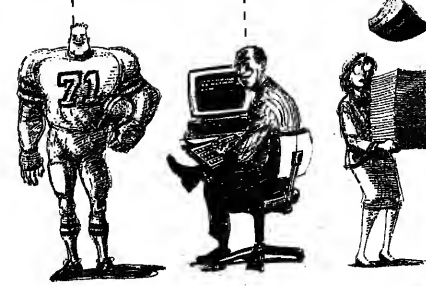
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## Some Say Reauthorization Bill's Promise of Radical Change Has Faded

Continued From Page A29

The officials are particularly troubled that the 1990 agreement forced both houses to drop "entitlement" provisions from their bills that would have guaranteed Pell Grants for all students who qualified.

Without that guarantee, they fear, Congress will finance the largest grant aid, or near, the current level of \$2,400 a year, rather than the \$3,600 recommended in the Senate bill or the \$4,500 in the House bill. College officials and student leaders say the higher levels are necessary because grant levels failed to keep up with inflation in the 1980's.

### 'Incremental Change'

College leaders also are concerned that programs created in the reauthorization will receive little, if any, money. The new programs include efforts to encourage schools to attend college, to reward needy students who excel, and to improve teacher education. "We're getting incremental change instead of quantum leaps," says Leland W. Myers, director of federal relations for the California Community Colleges.

Another lobbyist, who requested anonymity, is more blunt. "We still have to put on a good face as we go to conference," the lobbyist says. "But when it comes right down to it, we haven't got a whole lot."

Lawmakers who pushed for a Pell Grant entitlement and to replace federally guaranteed loans with direct loans to students also are disappointed with what they've come up with. Rep. William D. Ford, Democrat of Michigan and chairman of the House Education and Labor Committee, described the House bill as "a step



Arthur M. Hauptmann, a consultant on student-aid issues: "I think it's going to be a fairly lackluster reauthorization. This forces of the status quo seemingly have won again."

forward," rather than "a giant leap forward."

Thomas R. Wolanin, Mr. Ford's top higher-education aide, concedes that Congress has lost its chance for a historic reauthorization. "I think it's going to be somewhere between a reaffirmation of the status quo and a major new landmark in federal policy," he says. "I'm not sure what the right term is to characterize that middle ground."

Lawmakers and college officials had high hopes for major changes two years ago because they expected that the public's concerns about rising college costs and the Bush

Administration's professed support for education would create an environment for reform. They said the previous reauthorization in 1986 had produced only tinkering because lawmakers were afraid that the Reagan Administration would use the process as an opportunity to shrink or dismantle student-aid programs.

Those who expected large-scale reform this year also believed that news reports about problems in student-aid programs had created a demand for reform. They cited investigations of trade schools with high default rates and the well-publicized 1990 collapse of the Higher Education Assistance Foundation, one of the nation's guarantors of student loans.

Some critics of what Congress has done thus far contend that even the ideas that were detailed by budgetary concerns were not bold. They argue that Congress's review of the Higher Education Act was too limited.

"I think it's going to be a fairly lackluster reauthorization," says Arthur M. Hauptmann, a Washington consultant on student-aid issues. "The forces of the status quo seemingly have won again."

### Good Ideas Scaled Back

Mr. Hauptmann says the boldest idea to make any headway was the House Education and Labor Committee's controversial effort to replace guaranteed loans with direct federal loans. But he contends that banks and guarantee agencies used their political influence to get the idea scaled back. It was included in the House legislation as a pilot project for several hundred campus, but was not in the Senate bill at all.

"It just seems that this process is in microcosm what's wrong with the American government," Mr. Hauptmann says. "The money interests can still dominate."

Opponents of direct loans are quick to point out, however, that the banks and guarantee agencies

were not alone in lobbying against the idea. Many student-aid officers, fearful of additional administrative burdens and leery of the Education Department's ability to run a centralized loan system, opposed the plan.

Mr. Hauptmann argues that all the attention to direct loans kept Congress from reviewing the structure of the guaranteed-loan programs. He says the current system of guaranteeing loans makes banks that are backed by guarantee agencies and

**"It just seems that this process is in microcosm what's wrong with the American government. The money interests can still dominate."**

the federal government is too expensive and should be changed.

Mr. Hauptmann says, for example, that Congress should have required the government to auction off some student loans to determine the profit level of what they are attractive to banks. The current system—under which the government promises to pay banks interest of 3.25 points above the rate on three-month Treasury bills—is arbitrarily determined and too generous, he says.

Other observers, like Mr. Myers of the California Community Colleges, say they regret that lawmakers will end up doing little to fix the imbalance between loans and grants that developed in the 1980's as federal support for loans lagged behind support for grants.

The Pell Grant entitlement would have helped provide more grant aid, but when it died, lawmakers had nothing else to offer, he says.

"Nobody really took a critical look at the impact of loading students down with debt before they

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got out of school," Mr. Myers says. "I had hoped we'd have looked to our senses with respect to our young people."

Michael S. McPherson, a student-aid analyst and professor of economics at Williams College, says lawmakers also failed to debate whether aid could be delivered more efficiently by developing separate rules or program for trade schools. Many college officials called for such action at the start of the reauthorization process because they were concerned about high student-loan default rates. Many trade schools were winning political support for loan programs.

### Equal Treatment

That discussion was split by Representative Ford and Sen. Claiborne Pell, the Rhode Island Democrat who heads the Senate education subcommittee. They argued that all sections of postsecondary education should be treated the same.

Mr. McPherson says he is sure separate rules would be adopted, but he adds: "It seems ought to be something to be debated and thought through."

Chester E. Finn Jr., professor of public policy and education at Vanderbilt University, criticizes Congress for failing to address high-school students to work or by limiting college aid to those who get good grades. "We ought to miss another chance to make higher-education system to encourage change in American education," he says.

Mr. Finn says that Congress continuing to hand out federal aid without asking anyone for it is a waste of money. "Congress has stumbled their noses at that way of thinking," he says, adding that lawmakers have been unwilling to change their approach to the programs since they began them. "Their minds are still in 1965."

Congressional aides defied the review of the aid program. Mr. Wolanin, who worked on a House bill, says that Congress has rejected standards for aid and rejected attempts to provide educational opportunities for everyone.

He plays down Mr. Ford's opposition to separate aid rules for trade schools and says that college officials could have pushed for that approach if they wanted to.

Mr. Wolanin says he agrees with Mr. Hauptmann that the focus on direct loans may have kept lawmakers from examining the future of the guaranteed-loan programs. He says he also agrees with Mr. Myers that losing the Pell Grant entitlement will hurt efforts to fix the imbalance between loans and grants, but he says that lawmakers will set higher grants and hope the money becomes available.

Other analysts and college officials say they have mixed feelings about the reauthorization. "What has emerged is not what we wanted," says Mr. Myers. "What has emerged is not what we thought should emerge," says Mr. Bruce Johnston, a student-aid analyst and the chancellor of the State University of New York at Albany.

Mr. Johnston says he has argued since the start of the

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reauthorization that the system of grants, loans, and work-study should be continued, and should be improved.

"I would have loved to have seen the entitlement," Mr. Johnston says. "That's the one change that could have been called radical." But he applauds lawmakers for tightening eligibility requirements for institutions receiving aid and for proposing a direct-loan pilot project that could be "a truly significant experiment."

### Veto Threat From Bush

Even the pilot project could be scaled back because of a threat from President Bush and some assistance from Democratic and Republican Senators.

Judith Hill Thrift, president of Sitem College in North Carolina, supported new Pell Grant formulas that were included in both reauthorization bills because they promised larger grants to private-college students by tying the size of the grant to their tuition. But she is now concerned that the formulas will not provide any special benefit to private-college students if Congress keeps grant levels at \$2,400 or \$2,500.

David A. Longenecker, a student-aid analyst who is executive director of the Colorado Commission on Higher Education, says he sees "some pretty hefty components to the bills that are coming through reauthorization that are more than just tinkering."

He, like Mr. Johnston, applauds efforts to combat abuse by tightening eligibility requirements for institutions receiving aid, and he supports the direct-loan pilot project. He also praises the "early intervention" programs in both bills that offer incentives to states to develop programs that encourage schoolchildren to go to college. "I think this could be a big success as a catalyst for change," he says.

### 'Giant Strides'

John A. Curry, president of Northeastern University, credits lawmakers for making more aid available to more middle-income students who are now excluded from aid programs. He says Representative Ford and Sen. Edward M. Kennedy, the Massachusetts Democrat who heads the Senate Labor and Human Resources Committee, demonstrated that they understood the problems parents are having paying for college. "I think they've made gigantic strides with the Higher Education Act," Mr. Curry says.

Some people who proposed changes in higher-education programs that Congress did not consider they understand that lawmakers had to limit the number of reforms they could pursue.

Mr. Longenecker, for example, had proposed creating a trust fund, similar to the one for Social Security, that adults could use to pay for higher education or job training.

He says that the reauthorization process was not the right venue for such a "reaching idea." Debate on the plan, he says, would have required an unusual level of cooperation between Congress's tax committees and the House Education Committee. "Everyone says: 'I don't want to step on their turf,'" Mr. Longenecker laments.

## President Proposes a New Education and Job-Training Loan Program

By THOMAS J. DELOUGHRY  
WASHINGTON

President Bush proposed a new program last week that would enable Americans to borrow as much as \$25,000 for higher education or job training.

In a speech at an Allentown, Pa., high school, the President said all Americans would be eligible for the loans, which would be made by the Student Loan Marketing Association. The federally chartered association, known as Sallie Mae, is a \$45-billion company that purchases federally guaranteed student loans so that banks will have cash to make new loans.

The proposed Sallie Mae loans would complement the existing Stafford Student Loan, Supplemental Loans for Students, and Parent Loans for Undergraduate Students programs. Borrowers would decide whether they preferred the existing programs or the new one.

The President's speech provided the first details of the loan proposal, which he originally referred to in January as "Lifetime Education and Training Accounts." But the speech left college officials and stu-

dent-aid analysts with many questions, such as what the interest rate would be.

Administration officials said the questions would not be answered until the White House sends legislation to Congress next week.

The proposal is likely to be viewed as late by members of Congress, who are preparing to finish more than a year of work on legislation to reauthorize the Higher Education Act. Members of the House of Representatives and Senate are to meet soon in a conference committee to meld two bills that enjoyed strong support in their respective chambers.

Democrats last week dismissed Mr. Bush's proposal as election-year politics. They noted that the President's visit to Pennsylvania came 12 days before that state's primary.

Arkansas Gov. Bill Clinton, the leading candidate for the Democratic nomination, accused President Bush of endorsing student loans for all Americans after he conducted an "all-out assault" for 11 years on aid for middle-income families. "They say I'm slick!" Mr. Clinton joked.

Rep. Robert E. Andrews, a New Jersey Democrat who was opposed by the Bush Administration last year in his attempt to win approval for direct loans for all Americans, said political advisers must have changed the President's mind.

"It shows the disingenuous nature of the Bush Administration," Mr. Andrews said. "There is a political

shop and there is a policy shop and there isn't any connection between the two."

The White House portrayed the loan proposal as a part of the Administration's plan to achieve the goal of promoting "lifelong learning." That is one of the six education goals for 2000 that Mr. Bush agreed on with the nation's governors in 1990.

The President coupled the loan plan with an appeal to Congress to provide Pell Grants and student loans to needy students who attend college less than half time. That measure was originally included in the 1993 budget request that the White House made in January.

A White House statement that accompanied last week's speech said the Sallie Mae loans would be attractive to borrowers because they could repay them on an income-contingent basis. Proponents of that idea contend that ty-

ing the size of repayments to income will decrease defaults because the payments will be more affordable for those in low-paying jobs than under the current system, which ties the size of repayment to the amount borrowed.

The House reauthorization legislation would direct banks and other holders of Stafford loans to make income-contingent repayments an option for borrowers.

'A Complex Approach'

The Administration said last week that the income-contingent approach should be part of a separate program. "This is a complex new approach that needs careful management and testing in a controlled environment," the White House statement said. "Sallie Mae's efficiency and management skills are well known. It is uniquely equipped to implement this authority and test its utility."

A Sallie Mae spokesman said he could provide no details about the proposal. "We had no prior discussion with the Administration on this," the spokesman said.

The proposal would allow borrowers to use the loans at "community-based organizations, public or private agencies, and private employers," as well as at the 12,300 colleges and trade schools that participate in the current student-loan programs. Education Secretary Lamar Alexander told reporters in Pennsylvania last week that Sallie Mae would administer the loans at no cost to the government.

Mr. Alexander's statement left some student-aid analysts speculating that the loans could be expensive to students. They suggested that Sallie Mae could adjust the interest rate or institute an insurance fee to cover its costs of administering the loans.

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## U. of Bridgeport Accepts Proposal of Church Group

By COURTNEY LEATHERMAN  
In a last-ditch effort to save their beleaguered institution, trustees of the University of Bridgeport agreed last week to become affiliated with a group sponsored by the Rev. Sun Myung Moon's Unification Church.

As part of the controversial arrangement, the group—the Professors World Peace Academy—has agreed to pay the university \$20 million this year and at least \$30 million over the next five years. Other aspects of the arrangement were still being negotiated last week.

Colin Gunn, chairman of the university's Board of Trustees, ended the agreement "in just haste." Nonetheless, Mr. Gunn said, "I believe the association with the PWPA will make this a stronger university than it ever was before."

### Not a Base for 'Propaganda'

Bridgeport is expected to become the flagship university of an international network of campuses planned by the Unification Church. Gordon Anderson, secretary general of the Professors World Peace Academy, could not be reached for comment.

Mr. Gunn said he believed the group was interested in establishing a credible university and was not aiming to use the institution as "propaganda" for the Unification

Church. Others disagreed, saying that the plan threatened academic freedom and the university's autonomy.

"My problem is that the source of funding is wholly in the hands of the Unification Church," said Joseph E. Nechusky, dean of the college of professional studies. "It is inconceivable to me that policies and procedures and control of the administration and faculty will not be arranged by the funding partner."

### An Array of Problems

The university is at least \$22 million in debt, its enrollment has dwindled, 31 academic programs have been suspended, some faculty-member members have continued a 19-month strike, and it has been put on probation by its regional accrediting agency. In fact, the trustees had earlier notified the New England Association of Schools and Colleges that Bridgeport would cease instruction on August 15. The agency still plans to drop the university's accreditation at that time unless Bridgeport appeals its decision.

Under the agreement with the Professors World Peace Academy, the current trustees will remain on the board, but additional appointments will be made by the group, Mr. Gunn said. He said control of the board had not been worked out. The university will remain non-sectarian and will retain its name and current administration, he said. The university will also renew the academic programs that it had suspended and will continue its outreach programs.

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Bonny. To develop skills among young women and create jobs in the region: \$2 million to Northern Michigan U.

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For seminars for health-care professionals in community-based health services: \$191,000 to U. of Natal (South Africa). (This brings the total of Kilgore assistance for this project to \$800,000.)

For community-based health care: \$2 million to Wichita State U.

Leadership. For leadership education programs: \$699,500 to Hartwick College and \$926,000 to Monmouth College (N.J.).

Rural areas. To develop cottage-industry skills among rural families: \$100,000 to East Texas State U.

Volunteers. To support Michigan Campus Campaign, which involves students in volunteer and philanthropic activities: \$100,000 to Michigan State U. (This brings the total of Kilgore assistance for this project to \$845,031.)

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Libraries. To establish the Linacore (Technical and Research Services) Library: \$1.1 million from the estate of Randall G. Spierdijk.

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Colorado School of Mines. For professorships: \$500,000 from Cyrene Minerals Company and \$500,000 from the estates of Domingo and Muncie Moore.

Colorado State University. For the library: \$250,000 from Grover and Gladys Herzberg and \$750,000 from the estate of Rodney Fox.

Lehigh University. For a professorship in writing: \$1 million from Rodale Press Inc.

Middlebury College. For scholarships: \$1.5 million from the estate of Alfred W. Deane.

Nease College. For capital services in the food-service and dining areas: \$150,000 from Marriott Corporation.

North Central College. For a professorship in the humanities: \$1 million from John D. Groves.

Ohio Northern University. For music scholarships: \$2 million from the estates of Lowell F. and Dorothy A. Snyder.

Pennsylvania State University. For the capital campaign: \$1 million from John E. Morgan.

For a professorship in space science: \$295,000 from John H. Swearing.

Brigette College. For support of programs: \$1 million from various donors.

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## Students

## Reports of Spending Abuses Prompt Reviews of Student-Government Policies

Some people say colleges need to exert more control over use of activity fees

By MICHELE N.K. COLLISON

Reports that student political leaders have spent student-activity fees for perks ranging from limousine rentals to trips to Africa have increased scrutiny of student-government associations.

Most student governments are managed without the slightest hint of impropriety, college administrators say. But the scandals come at a time when the public is angered by revelations about the perquisites that Congress and other public figures have enjoyed and when many college students are hard pressed to pay rising tuition and fees.

"The national mood is that public servants must be perfect," says Gary Pavla, director of judicial programs at the University of Maryland. "We're going to be expected to supervise students more than we have. If university funds are involved, legally and ethically, we can't simply turn it over without adequate supervision and monitoring."

Typically, student-government budgets are generated by student-activity fees that are levied by institutions. The fees, which vary from campus to campus, provide some student-government officers with large budgets. Student fees generate \$4 million at the University of Florida, for instance. The student governments, in turn, provide financing for a variety of student organizations and activities.

### State Audit in Iowa

Many of the student governments hire business managers, and institutions regularly audit the groups' financial records. But many students and college administrators question whether sufficient safeguards are in place to prevent abuses in the wake of scandals about the misuse of funds. Among recent examples:

• A state audit last year found that University of Iowa senate members who attended a 1989 student conference in Florida, spent \$1,263 on taxis and rental cars, even though they stayed in the same hotel as the conference. The students also spent \$635 on meals, even though meals were included in the pre-paid conference fee.

• After allegations by students that student-government officers traded committee positions for votes, bribed potential opponents, and received stipends for meetings they did not attend, Florida International University administrators disbanded the student government in 1991.

• The comptroller of the Student Government Association at Sage Junior College of Albany allegedly embezzled nearly half of a \$20,000 account earmarked for student activities last year. The student was charged with embezzling \$9,500 in student-activity fees. The comptroller has pleaded not guilty and is awaiting trial.

Members of the City University of New York Student Senate provided what is perhaps the most sensational example of extravagant spending. In 1991 Jean LaMarre, chairman of the senate, and other officers of the system-wide governing body spent



Richard J. Correnti of Florida International U. "You can't pay people when they are not performing a job or use student government money to rent limousines."

the organization's entire annual budget of \$345,000 in just six months.

Mr. LaMarre and other senators spent more than \$85,000 in expenses that were improper or undocumented, including \$23,400 on car rentals, cellular phones, and beepers. The senators also approved a \$4,500 loan for three students to attend a conference in the Ivory Coast. Each of the expenses had been approved by university

administrators after the fact. Mr. LaMarre also hired his twin sister as his executive assistant at an annual salary of \$26,000.

### Activity Fee Suspended

Despite the public outcry about the expenditures, Mr. LaMarre was re-elected to his post in October. He would not return phone calls from *The Chronicle*. In a *New York Times* article, however, Mr. LaMarre said: "There is nothing that we spent, nothing that we purchased that was not legitimate and that was not approved by the university."

Mr. LaMarre would not comment on the university's plan to rein in the free-spending ways of the senators.

Starting this fall, the university has suspended the \$5-cent activity fee per semester that each of the 200,000 students attending the university previously had been

Continued on Following Page

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## A Passionate Proponent of the Need for Tough Requirements for Athletes

Continued From Preceding Page

adopted the academic prerequisites. However, the inconclusive evidence about their benefits.

But Mr. Fort, too, has made it clear in recent comments that if the standards take effect in 1995, as they now are scheduled to do, he and others in the black community must do everything they can to help athletes make the grade.

"If this becomes law, then we will conduct a full-court press in our contact with the K-12 constable to do everything in our power to get even greater amounts of preparation," Mr. Fort said in an interview in February.

### Some Complaints Legitimate

Ms. Straus acknowledges the legitimacy of some of the complaints raised by advocates for black athletes, particularly their opposition to the continued use of a 700 score on the Scholastic Aptitude Test as the absolute minimum required for freshman eligibility. In fact, the academic requirements committee that Ms. Straus led recommended that the NCAA drop the minimum and adopt a sliding scale that would allow athletes to qualify with scores below 700 if they achieved grade-point averages above 2.5.

"There was no enormous statistical validity to draw the line at 700," but also, she said, no clear-cut mandate to do away with the minimum requirements.

Ms. Straus, a former dean of students at Chicago, argues passionately about the need for tougher standards, and is thrilled that many of her potential critics in the black community agree.

Noting that fewer than 2 percent

of college football and men's basketball players move on to a professional playing career, Ms. Straus said that athletes who enroll thinking that college is their ticket to professional sports "are chasing what's awfully close to a rainbow."

"If they don't get the pro opportunity, it is fair of us in the higher-

**"If they don't get the pro opportunity, is it fair of us in the higher-education community to say, 'Thanks a lot and goodbye'?"**

education community to say, 'Thanks a lot and goodbye'?"

"No. It's our obligation to set things up so they're more likely to get a degree, more likely to get an education, and therefore be able to do something with their lives," she added.

"And I'm afraid that the way the requirements have been, the way they in fact are, isn't doing that."

Ms. Straus said she hoped that the NCAA's new rules would improve the odds that athletes will come to college better prepared and leave with a degree, both by prodding high-school athletes to perform better now and by holding college athletes more accountable.

The new rules will require that to be eligible to play as freshmen, athletes achieve a 2.5 grade-point average in 13 high-school core

courses and a 700 SAT score or an 18 on American College Testing's standardized test. However, thanks to an indexing system, an athlete can become eligible with a core score as low as 2.0 by scoring at least 90 on the SAT.

While the tougher standards for freshmen have drawn most of the public attention and criticism, Ms. Straus contends that the NCAA's toughest new rule is the standard that athletes must meet to remain eligible once they're in college.

Those continuing-eligibility rules will require athletes to have completed 25 percent of the requirements in their major by the start of their third year in college, 50 percent by the start of their fourth year, and 75 percent by the start of their fifth year to remain eligible.

Ms. Straus said the rule was designed to get athletes on track early for their degrees. Ideally, she said, colleges will do a much better job of advising athletes about what courses they need for a degree and of warning them early on if they're falling behind. Otherwise, many athletes could be sidelined at the start of their third year.

"Anticipatory Review" Needed

"An institution that cares about its athletes must do some kind of anticipatory review and advising if these rules are going to work," she said.

At the athletes' forum, Mr. Beard, the Howard basketball coach, described some of the warning signs he sees when he's out recruiting players.

"I can walk into certain homes and I won't see a book around anywhere," he said. "You just know that person's going to have a tough time in college."

Ms. Straus, smiling, nodded as he spoke.

## Researchers Say Computer Error Led to Their Criticism of NCAA Reforms

Continued From Preceding Page

athletes who are academically at risk "is incorrect and is not substantiated by the results of these revised analyses."

Ted Tow, an associate executive director of the NCAA, said the researchers' announcement "surprised and professionally acknowledged their error in the analysis and in their judgment."

Ursula Walsh, the association's director of research, declined to comment on the announcement. She had questioned the validity of the original report, saying the data in it did not lead to any clear-cut findings and that the authors seemed to emphasize only the results that supported their thesis.

The report examined the academic performance of athletes in Division I institutions, and the factors that might have influenced their performance, such as academic preparedness, time commitments, finances, and housing arrangements. The research institute had asked for and received about \$20,000 from the NCAA to do the work, according to Mr. Rossi.

A Missing Parenthesis

The report was presented in April 1991 at the national meeting of the American Educational Research Association and again at the NCAA in December. After it was reported in *The Chronicle*, Mr. Rossi said, he decided to review the study because he thought the NCAA might see it as "a low blow," and he wanted to be certain its conclusions were solid.

He said he quickly found that a parenthesis was missing from the computer program, which caused

an error in the definition of the three non-athletic groups used in the analysis. Specifically, all athletes who missed two or more classes during the academic year were in the low-performance group. Mr. Rossi had intended to put that category only those athletes who had earned lower grade-point averages below 1.5.

A Valid Predictor

Because of the error, at least more athletes who should have been in the moderate- or high-performance groups were included in the low-performance group, Rossi said. When a new analysis was performed, the results of the SAT to be a valid predictor of academic success in college changed. Results regarding the impact of various recidivists and housing arrangements on athlete's academic success.

Correcting the error also placed few women in the low-performance category to make any conclusions about females in this group, Mr. Rossi said.

He noted, however, that the central findings of the study held true despite the error.

"It's still the case that the students must look at ways to manage their time, especially when they are given more free time, the reductions in practice and school schedules," he said. "The results still say that students have an important role to play concerning the academic performance of their student-athletes."

The issue of his fourth year of competition never became, after three years as a non-scholarship back-up kicker, Mr. McConey now has a chance to compete for the starting position.

He participated in spring ball training under a temporary court order issued by a federal court in Seattle, but has since moved his lawsuit to a state court, which will probably hear the case this summer.

Catholic University has rejected an appeal by Bob Valvano and affirmed its decision to dismiss him as its men's basketball coach.

Mr. Valvano said last week that university officials had cited three reasons for firing him: use of foul language, his decision to let players of legal drinking age buy beer after a 1989 game, and an incident in which he gave his players tampons to question their manhood.

Mr. McConey did not take the SAT or ACT exam, but did pass the Washington Pre-College Entrance Examination, which qualified him to attend Washington State University. He argues that the NCAA rule that excluded him failed to take into account academic records like his.

## Dispatch

With its decisive win in this month's elections, Britain's Conservative Party can be expected to move ahead with its plans to change the way the country's future schoolteachers are prepared.

As the Conservatives see it, British universities and colleges can expect to play a sharply reduced role in the preparation of teachers. Before the elections were called, the government had been working on proposals to try to improve teaching in elementary and secondary schools by freeing it from "ideologies and ideologies."

As part of that effort, the government announced a plan for training future teachers that would reduce the time they spend in classrooms at universities by as much as 80 percent in favor of more practical experience in the schools, under the supervision of in-service teachers and principals.

As a result of such a move, the education departments at several universities might be forced to close, as government funds for teacher education were shifted away from those departments and into the schools. The money would be used to pay supplements to principals and teachers who take on the roles of supervisors and master teachers.

The enlarged education departments include those at the Universities of Cambridge, Oxford, Bristol, and Southampton.

E. C. Wragg, a professor at Exeter University and a leading figure in British teacher education, said the Conservative education plan would be a "downgrading of the teaching profession. Every other major profession has a strong base in the universities."

But some university professors welcome the principle of doing more in the schools to prepare future teachers, although they criticize the government for its haste in trying to adopt such an approach.

Alan Smithers, a professor at the University of Manchester, said the government needed to think more about how many teachers-in-training a given school could handle, and how much money principals and teachers would need before they could take on a training role.

Ironically, Cabinet papers for the year 1981, which only recently were made public under the Official Secrets Act, prohibit the release of government documents for 30 years, showing that the Conservative Minister of Education at the beginning of the 1960's, Sir David Eccles, looked to the establishment of teacher-education programs in the universities as one of the best ways to improve school standards.

## International



Students attend a mathematics class at a camp for Cambodian refugees in Thailand. More and more camp students are now entering Phnom Penh's universities, bringing with them problems and challenges.

## Cambodia's Struggling Universities Face New Tensions and Factional Disputes as Refugee Students Return

By NICK DRIVER  
PHNOM PENH, CAMBODIA

When the Khmer Rouge forced refugees to leave the Cambodian capital for the countryside in the late 1970's so it could launch its agrarian-based classless society, the campuses of the universities and institutes here became ghost towns.

More than a million people died at the hands of that infamous Communist regime, which held power from 1975 to 1979. Of those who managed to escape, some became refugee camps across the border in Thailand. Years of fighting in Cambodia kept an estimated 400,000 refugees from leaving those camps.

But last October the warring factions signed a peace agreement in Paris that officially ended 13 years of civil war in Cambodia. The accord calls for the repatriation of all refugees living in Thailand and free elections in the spring of 1993. With the peace agreement, students from the refugee camps began to trickle back onto the capital's campuses, which have spent most of a decade trying to rebuild.

Now, with the start of a massive United Nations-sponsored repatriation program to bring all of the refugees back to Cambodia, the trickle is expected to become a river.

### 'The Government Is Corrupt'

While the students from the border camps re-introduce a semblance of normality to the campuses, they also bring problems.

Refugee students, trained from an early age to hate the Vietnamese-installed government in Phnom Penh, have added a volatile element to life at the capital's universities. The tensions their presence has introduced already have erupted in several demonstrations and deaths.



English is now the second language at Cambodia's universities, and many students, including this one, enroll at special language schools to prepare themselves.

Among the students who took to the streets was Roti, who in 1979 escaped from the Khmer Rouge with his family to a border camp. Roti is a supporter of Prince Norodom Sihanouk, who heads one of the factions recognized in the peace accord as a legitimate participant in next year's elections. Roti says he saw enough with his own eyes to despise the brutal Khmer Rouge. Then, in a refugee camp in Thailand, he was taught to despise the Phnom Penh government as well. Now the 24-year-old, who declined to give more than his first name, has returned to study alongside those he regards as his former enemies.

"The government is corrupt," he says. "They should be spending more on our education." Dressed in clean blue jeans, new American sneakers, and a T-shirt, he could have been a student on any campus in the United States. Unlike American universities, however, Roti's institutions—the Institute of Economics—has a serious shortage of books, desks, and other basic supplies.

### Few Qualified Instructors

Even more serious is the lack of qualified instructors. According to a 1990 report by the Cambodian Ministry of Education, 75 percent of the country's 25,000 teachers and professors had been killed or had fled since the Khmer Rouge took control. The ministry also reported that 96 percent

Continued on Following Page





## CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

# **UK** **University of Kentucky** **CALL FOR PROPOSALS** **National Conference** **The Dual Career Couple** **in Higher Education**

October 2 and 3, 1992  
Lexington, Kentucky

This conference is designed for academic administrators and faculty who wish to learn more about the issues, concerns, and dilemmas that institutions of higher education face when trying to recruit and retain talented faculty and administrators. This interactive meeting will focus on how institutions can find ways to merge the institutional mission and accompanying priorities with the realities of the recruitment process and retention issue for dual career couples. Conference topics include: institutional policies; nepotism issues; affirmative action issues; formalization vs. ad hoc approach; legal issues; relocation programs; economic issues; eligibility requirements; institutional commitment; data collection; costs vs. benefits; faculty governance; ethics; tenure issues; shared appointments; psychological issues and consortium approach.

Proposals are due by May 30, 1992. For information call 606-257-1525. Mail proposals to Dual Career Conference, University of Kentucky, 204 Frazier Hall, Lexington, KY 40506-0031.

**Penn State Workshop on Collaborative**

collaborative

**Indiana University**  
**Student Affairs Summer Institute**  
 Bloomington, Indiana • June 18-20, 1992

**Topics**  
 Effective Student Retention Strategies  
 Fund Raising for Student Affairs  
 College and University Culture  
 Strategic Elements of Marketing and Recruitment

**Faculty**  
 John Bean  
 Philip Chamberlain  
 George Kah  
 Nick Yoder

Registration fee of \$200.00 includes participation in one morning and one afternoon track, course materials, Thursday evening reception and Friday dinner. Overnight accommodations arranged by participants.

For more information or registration materials, contact:  
 Peggy Jennings, Institute Coordinator  
 296 School of Education  
 Indiana University  
 Bloomington, IN 47405  
 (812) 855-0219/BITNET: MJEJENNIN @ IUBACS/Fax: (812) 855-0044

## **Call for Presentations** **Papers, Panels, and Workshops** **Tenth Annual Conference** **ACADEMIC CHAIRPERSONS:** **Selecting, Motivating, Evaluating, and** **Rewarding Faculty** **February 1-3, 1993 Orlando, Florida**

One does not need to be a Nostradamus to predict that the next few years will be very difficult times for higher education. An experienced professional will rapidly retire. These will be replaced by individuals selected from a diminished candidate pool, shrunken by predictions of a tightening job market and a depressed industry. Old and new faculty alike will have to work in an environment of steady, if not decreasing financial support; of lessening prestige, if not outright public hostility; while at the same time being pressured by society to accomplish more with less.

The focus of the Tenth Annual Conference will be on discovering how to select the best candidates to form a cadre for the faculties of the 21st century; how to motivate them in the increasingly stressful world of higher education; how to evaluate accurately their many and complex responsibilities; and most of all, given the declining availability of funds, how to adequately reward them in non-monetary ways.

### Possible Conference Topics:

- |  |  |
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| <ul style="list-style-type: none"> <li>Selecting</li> <li>choosing search committee</li> <li>describing position</li> <li>defining criteria</li> <li>advertising</li> <li>screening applications</li> <li>contacting references</li> <li>verifying credentials</li> <li>telephone interviewing</li> <li>personal interviewing</li> <li>showing off institution</li> <li>voting/deciding</li> <li>promoting from within</li> <li>affirmative action</li> <li>legal considerations</li> <li>final selection</li> <li>notifying not-chosen</li> </ul> | <ul style="list-style-type: none"> <li>Motivating/Rewarding</li> <li>awards</li> <li>subsidies</li> <li>release time</li> <li>faculty workshops</li> <li>involvement</li> <li>salary increases</li> <li>incentive pay</li> <li>bonuses</li> <li>equity adjustments</li> <li>interpersonal support</li> <li>intellectual challenge</li> <li>team building</li> <li>clerical support</li> <li>technical support</li> <li>equipment</li> <li>retirement incentives</li> </ul> |
|--|--|

Proposal Deadline: JULY 17, 1992  
 For a Presentation Proposal Form contact:  
 Academic Chairpersons Conference  
 Kansas State University  
 1615 Anderson Avenue  
 Manhattan, KS 66502-1604  
 1-800-253-2757 or (913) 532-3970  
 FAX: 913-532-5637

**center for FACULTY EVALUATION & DEVELOPMENT**  
 Division of Continuing Education  
 Kansas State University

## **For Every Woman:** **Challenge and Change** **May 2, 1992 at Endicott College** **8:30 a.m. to 5:00 p.m.**

A conference for women sponsored by Endicott College, the Bunting Institute and the Erikson Center

The conference will provide a forum to address the tensions that divide us and the paralysis that blocks us.

• Guest Speakers • Expert Workshops  
 Cost \$50.00  
 For more information, call  
 (508) 927-0585 ext. 2196

## Gazette

**Continued From Previous Page**  
 Donald R. Anderson, director of the U.S. Office of International Education, announced his retirement, effective June 31.  
 Linda Bunting Salomon, director of the U.S. Office of International Education, announced her retirement, effective June 31.  
 Richard Schuchman, senior vice president of the U.S. Office of International Education, announced his retirement, effective June 31.  
 William J. Skidmore, senior vice president of the U.S. Office of International Education, announced his retirement, effective June 31.  
 Ed Story, former director of the U.S. Office of International Education, announced his retirement, effective June 31.  
 Timothy J. Sullivan, director of the U.S. Office of International Education, announced his retirement, effective June 31.  
 Samuel H. Vintner, professor of chemistry at the U.S. Office of International Education, announced his retirement, effective June 31.  
 Daniel A. Wodjowski, director of the U.S. Office of International Education, announced his retirement, effective June 31.

## Coming Events

**April 11-12** "The Nuts and Bolts of Higher Education," video conference, National Association of University Professors, 1000 17th St., N.W., Washington, D.C. 20036-1000. Contact: National Association of University Professors, 1000 17th St., N.W., Washington, D.C. 20036-1000. Contact: National Association of University Professors, 1000 17th St., N.W., Washington, D.C. 20036-1000.

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## MANAGEMENT SEMINARS

June 1992 Saratoga Springs, New York

15 16 17 18 19

Monday Tuesday Wednesday Thursday Friday

Strategic Planning in the Higher Education Setting  
 Robert Shilling, President, University of Southern Colorado  
 \$400

Developing a Student-Tracking Database  
 Peter Ewell, Senior Associate, NCHES  
 \$400

MS for Strategic Planning and Decisionmaking  
 Dennis Jones, President, NCHES  
 \$200

Responding to "Student Right to Know" Issues and Alternatives  
 Peter Ewell, Senior Associate, NCHES  
 \$400

Campus Planning for Successful Planning  
 Cheryl Towell, Staff Associate for Research, NCHES  
 \$200

These seminars, and others, can also be done on your campus.

For more information, call or write:  
 Arlene Barr  
 NCHES Management Services, Inc.  
 P.O. Drawer P  
 Boulder, CO 80301-9752  
 (303) 497-0345 or 497-0365  
 FAX: (303) 497-0338

The Remada Renaissance Hotel in Saratoga Springs, New York, will host our seminars. Please call Debbie Clifford at James Travel Points to make your reservation. (800) 284-0292

VALUES-BASED TOTAL QUALITY MANAGEMENT FOR HIGHER EDUCATION

The International Values Institute of Marian College, a leader in quality education and training, is hosting two workshops on approaches to instituting and sustaining Values-Based Total Quality Management in colleges and universities. The conferences will be held in Wilmington, Delaware and West Point, New York, and will feature speakers from Xerox Corp. and Allied Signal, Inc.

These Workshops Will Present Methods To:

- Define TQM for Higher Education
- Employ Systems for Defining Mission Values and Measuring Quality
- Link Quality Values with Curriculum, Student Goals and Customer Satisfaction

WILMINGTON: MAY 18 & 19, 1992 WEST POINT: MAY 20 & 21, 1992

For Registration Information, Please Contact

The International Values Institute • Marian College  
 45 S. National Avenue • Fond du Lac, WI • 54935  
 Phone (414) 923-8140 • FAX (414) 921-8228

